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ABSTRACT

The teacher training materials contained in this manual form part of a series of packets intended for use in bilingual (Spanish-English) instruction by institutions of higher education, education service centers, and local school district inservice programs and address the content, methods, and materials for teaching effectively in the subject matter areas of mathematics, science, and social studies. Technical vocabulary is included and less commonly-taught information topics in science and social studies are presented. The manual's first section covers content development for bilingual social studies and features readings about the Spanish-speaking cultures, the Spanish language, and cultural and education needs of Americans of Spanish-speaking origin. Exercises for assessing intercultural knowledge, vocabulary, and bilingual and multicultural aspects are included. The second section features readings and exercises addressing teaching methods and strategies for the bilingual classroom. The third and last features readings, resources, and exercises regarding the development of English as a second language skills through social studies instruction. (CB)

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Student Edition

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2

SERIES C:

CONTENT, METHODS, AND MATERIALS FOR TEACHING SCIENCE, MATHEMATICS, AND SOCIAL STUDIES IN THE BILINGUAL CLASSROOM

PACKET 3:

CONTENT, METHODS, AND MATERIALS FOR TEACHING SOCIAL STUDIES

DEVELOPED BY:

DR. SHERYL L. SANTOS, PH.D.

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BILINGUAL EDUCATION

TEACHER TRAINING MATERIALS

The bilingual education teacher training materials developed by the Center for the Development of Bilingual Curriculum - Dallas address five broad areas of need in the field of bilingual education:

Series A:	Bilingual Program Planning, Implementation, and Evaluation
Series B:	Language Proficiency Acquisition, Assessment, and Communicative Behavior
Series C:	Teaching Mathematics, Science, and Social Studies
Series D:	Teaching Listening, Speaking, Reading, and Writing
Series E:	Actualizing Parental Involvement

These materials are intended for use in institutions of higher education, education service centers, and local school district in-service programs. They were developed by experts in the appropriate fields of bilingual education and teacher training.

Series A addresses the critical issue of the effective planning and implementation of programs of bilingual education as well as efficient program evaluation. Sample evaluation instruments and indications for their use are included. Series B contains state-of-the-art information on theories and research concerning bilingual education, second language acquisition, and communicative competence as well as teaching models and assessment techniques reflecting these theories and research. In Series C, the content, methods, and materials for teaching effectively in the subject matter areas of mathematics, science, and social studies are presented. Technical vocabulary is included as well as information on those aspects rarely dealt with in the monolingual content area course. Series D presents the content area of language arts, specifically the vital knowledge and skills for teaching listening, speaking, reading, and writing in the bilingual classroom. The content of Series E, Actualizing Parental Involvement, is directed toward involving parents with the school system and developing essential skills and knowledge for the decision-making process.

Each packet of the series contains a Teacher Edition and a Student Edition. In general, the Teacher Edition includes objectives for the learning activity, prerequisites, suggested procedures, vocabulary or a glossary of bilingual terminology, a bibliography, and assessment instruments as well as all of the materials in the Student Edition. The materials for the student may be composed of assignments of readings, case studies, written reports, field work, or other pertinent content. Teaching strategies may include classroom observation, peer teaching, seminars, conferences, or micro-teaching sessions.

The language used in each of the series is closely synchronized with specific objectives and client populations. The following chart illustrates the areas of competencies, languages, and intended clientele.

COMPETENCIES, LANGUAGE OF INSTRUCTION AND INTENDED CLIENTELE

AREAS OF COMPETENCIES	LANGUAGE	CLIENTELE
SERIES A. Bilingual Program Planning, Implementation, and Evaluation	English	Primarily supervisors
SERIES B. Language Proficiency Acquistion, Assessment, and Communicative Behavior	Spanish/ English	Primarily teachers and supervisors
SERIES C. Teaching Mathematics, Science, and Social Studies	Spanish/ English	Primarily teachers and paraprofessionals
SERIES D. Teaching Listening, Speaking, Reading, and Writing	Spanish/ English	Primarily teachers and Paraprofessionals
SERIES E. Actualizing Parental Involvement	Spanish	Primarily teachers, parents, and community liaisons

In addition to the materials described, the Center has developed a Management System to be used in conjunction with the packets in the Series. Also available are four Practicums which include a take-home packet for the teacher trainee.

The design of the materials provides for differing levels of linguistic proficiency in Spanish and for diversified levels of knowledge and academic preparation through the selection of assignments and strategies. A variety of methods of testing the information and skills taught in real or simulated situations is provided along with strategies that will allow the instructor to meet individual needs and learning styles. In general, the materials are adaptable as source materials for a topic or as supplements to other materials, texts, or syllabi. They provide a model that learners can emulate in their own classroom. It is hoped that teacher trainers will find the materials motivational and helpful in preparing better teachers for the bilingual classroom.

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COURSE OUTLINE

UNIT I, CONTENT DEVELOPMENT FOR BILINGUAL SOCIAL STUDIES

This unit is designed to acquaint the student with content related to Hispanic cultures. In addition, it offers an understanding of the multicultural approach to the social studies curriculum.

ESTIMATED TIME FOR COMPLETION: 7 hours

UNIT II, TEACHING METHODS AND STRATEGIES

This unit is designed to address methodological questions through the use of practical examples and applications of approaches and strategies useful in the social studies content area.

ESTIMATED TIME FOR COMPLETION: 5 hours

UNIT III, DEVELOPING ENGLISH AS A SECOND LANGUAGE SKILLS THROUGH THE SOCIAL STUDIES

This unit specifically addresses the development of ESL literacy and oral language skills utilizing the content area as a basis for the suggested activities.

ESTIMATED TIME FOR COMPLETION: 4 hours

UNIT I

UNIT I

RATIONALE

Prior to concerns with how to teach social studies in a bilingual setting, the educator should ask the important question: What should I teach? How does the traditional monolingual social studies curriculum differ from the bilingual social studies curriculum? Unit I is therefore designed to address the question of developing appropriate content for the bilingual social studies curriculum. The readings and exercises contain content material which is both instructional for the bilingual teacher as well as functional for subsequent adaptation for pupil lessons on varying grade levels.

UNIT I OBJECTIVES

Upon completion of this unit you will be able to:

1. State a rationale for the importance of a survey knowledge of Spanish-speaking cultures.
2. List the Spanish-speaking nations and territories worldwide.
3. Indicate the states in the U.S. which have large concentrations of Hispanic Americans.
4. Develop a chart comparing and contrasting three major Hispanic cultures in the U.S.
5. Discuss the political, social, and economic realities of one Latin American nation.
6. State four ways of adapting the social studies curriculum to ensure a multicultural approach.
7. Demonstrate an understanding of the concept and need for a culturally pluralistic social studies curriculum.
8. Outline four basic components of a multicultural curriculum.

INSTRUCTIONS

1. Read "The importance of a Survey Knowledge of Spanish-speaking Cultures." After completing, verify the point of view expressed in that reading by carrying out two of the following four activities.

Activity #1:	Choose three current state-adopted social studies texts on varying grade levels. Review and rate each text according to the criteria in Exercise #1.
Activity #2:	Visit at least two bilingual classes in your local school district. Identify and compile a listing of the national origins of students enrolled.
Activity #3:	Survey the bilingual teachers in your school district. Ascertain where they obtained their elementary and secondary education and the extent to which they studied about Hispanic cultures in the U.S. and abroad during those years.
Activity #4:	Develop a short quiz covering one specific Hispanic heritage. Administer to students enrolled in bilingual programs who are of that heritage as well as to those who are not of that heritage. Compare the results.

2. Having accomplished two of the above activities, form a discussion group with several of your classmates for the purpose of comparing your findings. After discussing your findings in relation to the reading, "The Importance of a Survey Knowledge of Spanish-speaking Cultures," write your own rationale on this same topic.

3. Read "A Brief History of the Spanish Language." Study Data Sheet #1, "Spanish-speaking Nations and Territories" Complete Exercise #2 by filling in the names and capital cities of the Spanish-speaking nations of South America, Central America, the Caribbean, Europe, and Africa.

4. Read "An Overview of Hispanics in the U.S." Turn to Exercise #3, "Concentration of Hispanic populations in the U.S." and color in the U.S. states with Hispanic populations over 5%. Indicate the name of the largest Hispanic group in each state.

5. Read "The Special Assimilation Problems of Americans of Spanish-speaking Origin." Choose one additional reading from the listing of selected resources which follows these instructions concerning three Hispanic cultures in the U.S. (one reading for each group). Compare and contrast the three groups by creating a chart indicating the following information:

   How did their migration/immigration to the U.S. differ?
   What is one important issue each group is vitally concerned about?
   Who are/were their popular leaders?
   What are some unique cultural aspects specific to each group?

6. Visit your nearest library. Research current newspaper articles, magazine articles, or books concerning one Latin American nation. Briefly outline the highlights of this nation's political, social, and economic conditions.

7. Having chosen and prepared your outline as indicated in #6, form small study groups with your classmates to discuss and exchange your findings.

8. Read "Cultural Pluralism and the Social Studies Curriculum." Turn to Exercise #4, "Criteria for Evaluating the Treatment of Minority Groups and Women in Textbooks and Other Learning Materials." Randomly select several texts and/or other materials from varying disciplines being utilized in your local school district on the grade level of your choice. After applying the Rosenberg criteria, synthesize your findings and make recommendations in a 1-2 page essay format.

9. Challenge Activity:
Administer one of the three Intercultural Knowledge Tests for Children to a class of bilingual students. Analyze the test results. Based on your analysis of the students' scores, refer to the bibliography for assignment #9 in the bibliography section of this volume and list those readings you believe would be most beneficial for these students.

MATERIALS

Reading #1	The Importance of a Survey Knowledge of Spanish-speaking Cultures
Exercise #1	Criteria for Reviewing Social Studies Texts
Reading #2	A Brief History of the Spanish Language
Data Sheet #1	Spanish-speaking Nations and Territories
Exercise #2	Fill-in Maps of Spanish-speaking Nations
Reading #3	An Overview of Hispanics in the U.S
Exercise #3	Concentration of Hispanic Populations in the U.S.
Reading #4	The Special Assimilation Problems of Americans of Spanish-speaking Origin
Reading #5	Cultural Pluralism and the Social Studies Curriculum
Exercise #4	Criteria for Evaluating the Treatment of Minority Groups and Women in Textbooks and Other Learning Materials.
Reading #6	Appreciating Cultural Diversity in Public Education
Reading #7	Components of a Multicultural Curriculum
Exercise #6	Intercultural Knowledge Tests for Children

READING # 1

THE IMPORTANCE OF A SURVEY KNOWLEDGE OF SPANISH-SPEAKING CULTURES

Why should a bilingual social studies teacher be very well informed about Spanish-speaking cultures both in the U.S. and abroad?

Take a few moments and list your own thoughts on this question before reading on. Once you have considered your response, read the following rationale comparing and contrasting your own thoughts with those expressed in Reading 1.

Let us first begin with a brief look at the educational background of many bilingual educators in the United States. Where were most of our teachers educated as youth? A great number of bilingual teachers were educated right here in the U.S. Therefore, upon examining the traditional social studies curriculum used in the majority of states in the U.S., we find that there are great gaps in the information given students concerning Latin America and the contributions of Hispanics to American life. If we are to teach our youngsters to appreciate and understand their roots, we, the teachers,must be very well informed in order to be able to extend the traditional curriculum, destroy incorrect myths and stereotypes about Hispanic-Americans, and encourage further study. Quite often a bilingual educator has knowledge only of his/her own ethnic group leaving a huge gap when confronted with Spanish-speaking children from other heritages.

With increased migration and immigration to the U.S., we notice that our bilingual pupils come to us from many Hispanic cultures. In the same class, we may have pupils from Mexican, Cuban, Puerto Rican, Dominican, Peruvian, Columbian or other national origins. A sensitive, well-informed bilingual teacher will take the time to learn about his/her children's cultural heritages, while at the same time helping the students in the class to learn about each other. This will create more intercultural understanding among the pupils and help to develop a sense of Pan-Americanism, brotherhood, and community.

Another reason to encourage teachers to become knowledgeable about Hispanic culture here and abroad is to enable them to teach the children about themselves. Quite often a Hispanic child comes to school with very little self-knowledge. If the child was born and raised statesside, it is very possible that he or she will not know very much about the contributions of the country of origin to life in the U.S. Although a child speaks Spanish and shares a wealthy home culture with friends and family, there is no reason to hide the historical roots of that child's cultural heritage. For example, many children are not aware of literary traditions, do not know the political heroes, the struggles, nor the accomplishments of their forefathers because of an incomplete view of U.S. history or a one-sided version of current events as reported in the newspapers or on television.

A final consideration should be given the fact that Hispanic students have much in common. They share a common language and heritage. There are many similarities among Hispanic cultures that need to be made apparent to students. By the same token, there is uniqueness and diversity among Hispanic cultures too. This also needs to be made apparent to pupils. Armed with knowledge, understanding, and positive attitudes, a true community of Hispanic Americans can emerge which will forge ahead into a future of political alliances, positive intercultural relations, and improved self-concepts.

EXERCISE # 1

CRITERIA FOR REVIEWING SOCIAL STUDIES TEXTS

Circle the appropriate rating for each criteria. Use the following rating equivalents:

1= Little or None

2= Average or Acceptable

3= Excellent

1 2 3 To what extent are the contributions of Hispanics past and present incorporated into the text?

Supporting evidence: (*Indicate page numbers or examples*.)

1 2 3 To what extent is U.S. history explained from other than a Euro-American point of view?

Supporting evidence:

1 2 3 To what extent does the content coverage attempt to redress negative stereotypes and myths about Hispanics?

Supporting evidence:

READING #2

A BRIEF HISTORY OF THE SPANISH LANGUAGE

> En efecto, rematado ya su juicio, vino a dar en el más extraño pensamiento que jamás dió loco en el mundo, y fué que le pareció convenible y necesario, así para el aumento de su honra como para el servicio de su república, hacerse caballero andante, y irse por todo el mundo con sus armas y caballo a buscar las aventuras y a ejercitarse en todo aquello que él había leído que los caballeros andantes se ejercitaban, deshaciendo todo género de agravio, y poniéndose en ocasiones y peligros donde, acabándolos, cobrase eterno nombre y fama.
>
> In short, his wits being quite gone, he hit upon the strangest notion that ever madman in this world hit upon, and that was that he fancied it was right and requisite as well for the support of his own honor as for the service of his country, that he should make a knight-errant of himself, roaming the world over in full armor and on horseback in quest of adventures, and putting in practice himself all that he had read of as being the usual practices of knights-errant; righting every kind of wrong, and exposing himself to peril and danger from which, in the issue, he was to reap eternal renown and fame.
>
> - Miguel de Cervantes, Don Quixote

Spanish is the most widely spoken of the Romance languages, both in terms of number of speakers and the number of countries in which it is the dominant language. Besides being spoken in Spain, it is the official language of all the South American republics except Brazil and Guyana, of the six republics of Central America, as well as of Mexico, Cuba, the Dominican Republic, and Puerto Rico. Additionally, it is spoken in the Balearic and Canary Islands, in parts of Morocco and the west coast of Africa, and also in Equatorial Guinea. In the United States it is widely spoken in Texas, New Mexico, Arizona and California, (in New Mexico it is co-efficient with English), in New York City by the large Puerto Rican population, and more recently in southern Florida by people who have arrived from Cuba. A variety of Spanish known as Ladino is spoken in Turkey and Israel by descendants of Jews who were expelled from Spain in 1492. All told, there are about 200 million speakers of Spanish.

Pronunciation and usage of Spanish naturally vary between countries, but regional differences are not so great as to make the language unintelligible to speakers from different areas. The purest form of Spanish is known as Castilian, originally one of the dialects that developed from Latin after the Roman conquest of Hispania in the 3rd century A. D. After the disintegration of the Roman Empire, Spain was overrun by the Visigoths, and in the 8th century the Arabic-speaking Moors conquered all but the northernmost part of the peninsula. In the Christian reconquest, Castile, an independent kingdom, took the initiative and by the time of the unification of Spain in the 15th century, Castilian had become the dominant dialect. In the years that followed, Castilian - now Spanish - became the language of a vast empire in the New World.

Spanish vocabulary is basically of Latin origin, though many of the words differ markedly from their counterparts in French and Italian. Many words beginning with *f* in the other Romance languages begin with *h* in Spanish (*e.g.*, *hijo* -- son, *hilo* -- thread). The Moorish influence is seen in the many words beginning with *al-* (*algodón* -- cotton, *alfombra* -- rug, *almohada* -- pillow, *alfiler* -- pin). As in British and American English, there are differences in vocabulary on the two sides of the ocean -- *patata* (potato) is *papa* in Latin America, while *melocotón* (peach) is *durazno*.

Spanish spelling is based on generally consistent phonetic principles, and reflects better than most languages the way a word is pronounced. The consonants *b* and *v* are pronounced alike, the sound falling somewhere between the two sounds in English (*boca*--mouth, *voz*--voice). The letter *z*, and the letter *c* before *e* and *i*, are pronounced as a voiceless *th* in Castilian, but more like *s* in southern Spain and Latin America (*zapato*--shoe, *ciudad*—city). The letter *j*, and the letter *g* before *e* and *i*, are pronounced like the English *h* (*jardín*--garden, *general*—general), though in Spain it is more guttural than in Latin America. The hard *g* sound is represented by *g* before *a*, *o*, and *u* (*gato*--cat), but *gu* before *e* and *i* (*seguir*—to follow). The combination *ch* is pronounced as in English (*muchacho*—boy), but is considered a separate letter of the Spanish alphabet, occurring after *c*. Similarly *ll*, pronounced as in English "million" in Spain but as *y* in America (*calle*—street), comes after *l* in the alphabet; *ñ* pronounced *ny* (*pequeño*—small), comes after *n*; and *rr*, a rolled *r* (*correr*—to run), comes after *r*. The *h* is always silent (*hombre*—man).

The stress in Spanish likewise follows a consistent pattern, falling on the next to last syllable in words ending in a vowel, *n*, or *s*, and on the final syllable in words ending in other consonants. Exceptions to this rule are indicated by an acute accent (*árbol*—tree, *corazón*—heart).

English words of Spanish origin include *cargo, siesta, sombrero, mesa, hacienda, patio, armada, guerrilla, junta, plaza, canyon, rodeo, pueblo, adobe, vanilla, armadillo, tornado, embargo,* and *bonanza.*

DATA SHEET #1

Spanish Speaking Nations and Territories

South America (La América del Sur)

Country	Capital City
Argentina	Buenos Aires
Bolivia	La Paz
Chile	Santiago
Colombia	Bogotá
Ecuador	Quito
Paraguay	Asunción
Peru	Lima
Uruguay	Montevideo
Venezuela	Caracas

Central America (La América Central)

Guatemala	Guatemala
Mexico	Mexico City
Honduras	Tegucigalpa
El Salvador	San Salvador
Nicaragua	Managua
Panama	Panama City
Costa Rica	San José

Caribbean (Caribe)

Cuba	Havana
Dominican Republic	Santo Domingo
Puerto Rico	San Juan

Africa (Africa)

Canary Islands	Santa Cruz and Las Palmas
Balearic Islands	Palma de Mallorca

Spanish Speaking Nations and Territories

South America

Country	Capital City
ARGENTINA	BUENOS AIRES
BOLIVIA	LA PAZ
CHILE	SANTIAGO
COLOMBIA	BOGOTÁ
ECUADOR	QUITO
PARAGUAY	ASUNCIÓN
PERU	LIMA
URUGUAY	MONTEVIDEO
VENEZUELA	CARACAS

Central America

Country	Capital City
GUATEMALA	GUATEMALA
MEXICO	MEXICO CITY
HONDURAS	TEGUCIGALPA
EL SALVADOR	SAN SALVADOR
NICARAGUA	MANAGUA
PANAMA	PANAMA CITY
COSTA RICA	SAN JOSÉ

Caribbean

Country	Capital City
CUBA	HAVANA
DOMINICAN REPUBLIC	SANTO DOMINGO
PUERTO RICO	SAN JUAN

Africa

Country	Capital City
CANARY ISLANDS	SANTA CRUZ AND LAS PALMAS
BALEARIC ISLANDS	PALMA DE MALLORCA

EXERCISE #2

Maps of Spanish-Speaking Nations and Territories

Directions: Fill in the maps with the names and capital cities of the Spanish-speaking nations and territories world-wide.

Caribbean Sea

THE CONDITION OF EDUCATION FOR HISPANIC AMERICANS

Highlights

Overview

There are now about 12 million Americans of Hispanic origin living in the United States. They comprise about 5.6 percent of the total U.S. population.

75 percent of all Hispanic Americans live in five states: Texas, California, New York, Florida, and New Mexico.

Hispanics are highly concentrated in the central cities.

Four-fifths of all Hispanics live in households where Spanish is usually or sometimes spoken.

In 1977 one-fifth of all Hispanic families had incomes below the poverty level as compared with 9 percent for non-Hispanic families.

Elementary and Secondary Education

In 1976 there were approximately 3 million Hispanic children enrolled in elementary and secondary school, representing 6 percent of the total public school enrollment.

About two-thirds of these Hispanic students were attending schools which were comprised predominantly of minority students.

Hispanics aged 14-19 were twice as likely as "whites" not to have completed high school. Non-completion rates were considerably higher for Puerto Ricans and Mexican Americans than for the other Hispanic subgroups.

Postsecondary Education

In the 1970s, Hispanics increased their participation in higher education, but they are still underenrolled in undergraduate, graduate, and professional studies.

--Junior colleges play a major role in higher education for Hispanics. In 1978 more than half of all Hispanic full-time freshmen and sophomores were attending two-year colleges. California accounted for over a third of these Hispanic students.

--Attrition takes a high toll on Hispanic college enrollment. A longitudinal study showed that over half of the Hispanic students who had entered college in 1972 had dropped out within four years, compared with a third of "whites."

--Hispanics in 1976-77 earned 4 percent of all associate degrees, but only 2 percent of all bachelor's and master's degrees awarded. Of all doctorate and first-professional degrees, 1.6 percent and 1.7 percent, respectively, were awarded to Hispanics.

Outcomes of Education

--Data from the National Assessment of Education Progress show that at each of the three age levels (9-, 13-, and 17- years) Hispanic students seriously trailed the national average in achievement in Science and Mathematics.

--In 1978 the unemployment rate for Hispanics was almost twice that of "whites" (9.1 percent versus 5.2 percent).

--At each level of education, Hispanic men earned somewhat less than "white" men.

AN OVERVIEW OF HISPANICS IN THE UNITED STATES

Based on its most recent data, March 1978, the U.S. Bureau of the Census estimates that there are now 12 million Americans of Spanish origin living in the 50 states and the District of Columbia. They constitute about 5.6 percent of the total U.S. Population, up from 5.1 percent in 1973 (In addition, there are 3.2 million residents of Puerto Rico, actually all of whom are Hispanic.)

The U.S. Commission on Civil Rights, as well as various Hispanic leaders, has asserted that Hispanics are seriously undercounted on all Census surveys, and that their number is considerably greater than reported. The Census Bureau[2] has acknowledged undercount problems and estimated that in the 1970 Decennial Census the undercount for Hispanics was somewhere between the estimated undercount for whites (1.9 percent) and that for blacks (7.7 percent).

For the purposes of the report it is not necessary that a position be taken concerning the size of the Hispanic undercount. Whatever that may be, it is clear that Hispanic Americans are a large and growing segment of the U.S. population. In recent years, the Congress has become increasingly concerned about ensuring their full participation in the mainstream of American life, particularly in education. This report portrays the condition of education for Hispanic Americans and shows how Hispanics compare with the general population, or the majority population,on a wide variety of measures of educational participation and achievement.

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[1] U.S. Commission on Civil Rights, Counting the Forgotten: The 1970 Census Count of Persons of Spanish Speaking Background in the Unites States, 1974.

[2] U.S. Department of Commerce. Bureau of the Census, Coverage of the Hispanic Population of the United States in the 1970 Census: A Methodology Analysis. Current Population Reports. Series P-23, No. 82, 1979.

The Problem of Definition

A major source of difficulty arises in the operational definitions used in identifying Hispanic Americans from variations over time, and among data collection agencies. For example, the Census Bureau has variously counted Hispanic Americans as "Spanish-speaking immigrants" (1850); persons speaking Spanish as a "mother tongue" (1910); persons who identified themselves as being of the "Mexican race" ("all persons born in Mexico or having parents born in Mexico who are not definitely White, Negro, Indian, Chinese, or Japanese") (1930); persons with "Spanish surnames" in the southwestern states (1950); persons with a combination of Hispanic birth or parentage, Spanish mother tongue, and Spanish surname (1960); and persons of "Spanish origin or descent" (1970). These varying categories make it impossible to calculate long term Hispanic population trends or to separate data into the various Hispanic subgroups: Mexican American, Puerto Rican, or other Spanish origins.

Since 1970, the Census Bureau has required respondents to select their origin or descent from a list of possible origins. Those selecting Mexican, Puerto Rican, Cuban, Central or South American, or some other Spanish origin were tabulated as persons of Spanish origin regardless of race.

When persons of Spanish origin are compared with "whites" using Census data, a complication arises from the fact that white persons of Spanish origin are included in both categories. Such comparisons should still be meaningful, however, since white Hispanics are such a small proportion of the total white population that statistics for "whites" are not affected by the overlap. Similarly, the number of blacks of Hispanic origin is only a very small component of the total Spanish origin population. In this report persons of Spanish origin or Hispanic Americans, will be referred to simply as "Hispanics."

The Identification of Hispanics in Data Collection

The federal Interagency Committee on Education (FICE) of the Department of Health, Education, and Welfare defines a Hispanic as "a person of Mexican, Puerto Rican, Cuban, Central or South American, or other Spanish culture or origin, regardless of race." "White, not of Hispanic origin" is the recommended FICE category for reporting persons "having origins in any of the original peoples of Europe, North Africa, or the Middle East." Thus, for FICE, whites and Hispanics are conceptually discrete categories.

Although the FICE racial/ethnic categories are prescribed for use by all Federal agencies and are indeed widely used at a conceptual level, the problems encountered in large scale data collection sometimes require the use of identification procedures which introduce unknown amounts of error. There are basically two operational procedures in current use for identifying Hispanics: (1) self-identification and (2) visual identification.

As previously mentioned, self-identification is the method now used by the Census Bureau. The U.S. Office for Civil Rights (OCR) has relied since 1973 primarily on "visual identification" in its annual collection of data on public elementary and secondary school systems. This involves teacher judgments of the student's physical features, possessions of a Spanish surname, or frequent use of Spanish. Since not all Hispanics have stereotyped Hispanic features, Spanish surnames or Spanish language fluency, errors of unknown magnitude occur in estimating the number of Hispanics in any survey involving visual identification.

All OCR data presented in this report, regarding Hispanic participation in postsecondary education, pertain to self-identified Hispanics.

Hispanic Subgroups

The more than 12 million Hispanics on the U.S. mainland can be divided into subgroups on the basis of their origin or descent (entry 1.01). The largest subgroup is Mexican American, who number 7 million or 59 percent of all Hispanic Americans. Puerto Ricans number 1.8 million, Central or South Americans .9 million, Cubans .7 million, and "other Spanish" 1.5 million.

Hispanic Immigration

Official records maintained by the U.S. Immigration and Naturalization Service show that the annual number of Hispanic immigrants to the United States declined from 185,574 in 1968 to 69,151 in 1977 (entry 1.02). Between these two dates the rate of immigration fluctuated considerably. The marked drop in 1969 and the marked increase in 1977 are both attributable primarily to changes in Cuban immigration rates. Because the Immigration and Naturalization Amendments of 1978 restrict the number of immigrants from any one entry to 20,000 per year, total Hispanic immigration is expected to drop substantially from the numbers appearing in entry 1.02.

Although no firm data exist concerning undocumented immigrants, one source has estimated that 680,000 undocumented Mexicans entered the United States in 1975.[3]

Although Puerto Ricans, who are U.S. citizens, have been migrating to the U.S. mainland in substantial numbers for many years, it is not generally realized that a considerable amount of "reverse immigration"

[3] *Wayne A. Cornelius, Mexican Migration to the United States: Causes, Consequences, and U.S. Responses, MIT Center for International Studies, 1978.*

also occurs (entry 1.03). Records maintained by the Commonwealth of Puerto Rico show that between 1970 and 1977, a total of 367,000 Puerto Ricans migrated from the U.S. mainland to Puerto Rico versus 338,000 who migrated to the mainland. In other words, in recent years, the net immigration rate of Puerto Ricans to the mainland has been a negative value. Among those Puerto Ricans immigrating to the mainland between 1970 and 1977, about one fourth were born on the mainland. The other three-quarters were born in Puerto Rico, immigrated to the mainland, and later returned to Puerto Rico.[4]

Geographical Distribution

Every State has some Hispanic residents, but 75 percent of all Hispanics are found in five States: California, Florida, New Mexico, New York, and Texas (entry 1.04). Hispanics account for 16 percent of the population of New Mexico, and 21 percent of the Texas population.

Mexican-Americans, the largest Hispanic subgroup, are concentrated in the Southwestern states. New Mexico has a substantial number and a high percentage of "other Hispanics," reflecting its early colonization by Spain. Further, Illinois, with its availability of manufacturing and agricultural jobs, has become home to many migrants of Mexican descent. Puerto Ricans are concentrated in the industrial Northeast, particularly New York and New Jersey, and in Illinois. Cubans reside in large numbers in the South, particularly Florida.

Age and Family Size

Generally Hispanics are younger than the total white population (entry 1.06). The median age for Hispanics in 1978 was 22.1 years compared with 30.6 years for whites. Among the Hispanic subgroups, Puerto

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[4] *The information in this paragraph was supplied by the Department of Human Resources, Commonwealth of Puerto Rico.*

Ricans have the youngest median age(20.3) and Cubans the oldest (36.5). In fact, Cubans are substantially older than the general white population.

Hispanics have larger families[5] than do other Americans (entry 1.07). Whereas 81.7 percent of non-Hispanic families consist of four or fewer persons, only 69.5 percent of Hispanic families are in this category. Nearly 16 percent of Hispanic families have 6 or more family members, more than double the percentage for non-Hispanic households. Among the Hispanic subgroups, mean family size was largest for Mexican-Americans (4.1) and smallest for Cubans and "other Hispanics" (3.5)

School Enrollment Data

Considering the relative youth of the Hispanic population, school enrollment data point to three disturbing trends in the education of Hispanics: Hispanic children enroll in school at rates lower than those for non-Hispanic students, they fall behind their classmates in progressing through school, and their attrition rates are higher than those of non-Hispanic students.

These trends begin early. School enrollment data for 3-to-6 year-olds indicated that 64.4 percent of white children are enrolled in school, in contrast to 56.7 percent of Hispanic children (entry 1.08). The gap nearly disappears during the ages 7 to 13, but widens again in the high school years. This "under-enrollment" is accompanied by a gradual falling behind their age group as students are promoted through the system. Under-enrollment leads to high school graduation rates for Hispanics that are lower than those for non-Hispanics. More detailed data in chapter 2 suggest that any attempts to increase Hispanic postsecondary education enrollments will require attention to the underparticipation of Hispanics in the preprimary through the high school levels.

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[5] *The term "size of family" is defined by the Census Bureau as referring to "the number of household members who are living together and are related to each other by blood, marriage, or adoption."*

The unsatisfactory condition of education for Hispanic youth is matched by a similar situation with respect to the adult Hispanic population. Available data indicate low educational attainment by Hispanics. Whereas 67 percent of the adult non-Hispanic population completed high school, only 41 percent of Hispanic adults hold a diploma (entry 1.09). While there is considerable intra-group variation, every Hispanic subgroup trails the non-Hispanic population. The subgroup with the highest percentage of high school graduates is "other Hispanics" (58.5 percent) and the subgroup with the lowest percentage is Mexican-Americans (34.3 percent). Data concerning adults with less than five years of schooling again show Hispanics trailing non-Hispanics at each age level and subgroup (entry 1.10).

Language Characteristics[6]

According to information obtained from the 1976 Survey of Income and Education (entry 1.11), 80 percent of Hispanic Americans lived in households where Spanish was spoken. About a third of all Hispanics, just over 3.7 million, usually spoke Spanish. Cubans exceeded all other subgroups in the proportion (96 percent) who lived in Spanish language households. More than half usually spoke Spanish. Central or South Americans had the smaller proportion of persons living in Spanish-speaking households — about 75 percent "Other Hispanics" had the smallest proportion who usually spoke Spanish (21 percent).

The language one speaks is related to one's place of birth. Among Mexican-Americans born in Mexico, Puerto Ricans born in Puerto Rico, and

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[6] *Information in this section is based on the NCES Bulletin: Place of Birth and Language Characteristics of Persons of Hispanic Origin in the United States, Spring, 1976, by Dorothy Waggoner*

Cubans born in Cuba, about two-thirds spoke Spanish as their usual language. Among those of corresponding heritage who were born on the U.S. mainland, less than 20 percent usually spoke Spanish.

Income

The median income for Hispanics was $5,564 compared with $6,484 for non-Hispanics. Median income data for 1977 for Hispanic and non-Hispanic persons, aged 14 years and over, are shown in entry 1.12. The relative standing of Hispanics would probably be lower if compared with just white, non-Hispanics, but such comparison data were not available. The non-Hispanic category included blacks, who generally have smaller incomes than whites. Data available show that:

*the median incomes did not differ substantially among the various Hispanic subgroups, although all subgroups were below that for total non-Hispanics.

*income levels for Hispanic females were below those for males, and

*the percentages having incomes above $25,000 were markedly lower for Hispanics than for non-Hispanics.

Not shown in entry 1.12 is the fact that 21.4 percent of Hispanic families in 1977 had incomes below the poverty level in contrast to 8.7 percent of the non-Hispanic families.[7]

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[7] *U.S. Department of Commerce, Bureau of the Census, Persons of Spanish Origin in the United States: March 1978. Current Population Reports Series P-20. No. 339, 1979.*

Table 1.01. — Hispanic population in the United States, by subgroup: 1978

Hispanic subgroup	Number 000s	Percent
Total	12,046	100.0
Mexican American	7,151	59.4
Puerto Rican	1,823	15.1
Cuban	689	5.7
Central or South American	863	7.2
Other Hispanic	1,519	12.6

NOTE: Details may not add to totals because of rounding.

SOURCE: U.S. Department of Commerce, Bureau of the Census, Persons of Spanish Origin in the United States: March 1978, Current Population Reports, Series P-20, No. 339, 1979.

Chart 1.01 Distribution of Hispanic population, by subgroup

Of the 12 million Hispanics in the United States, Mexican Americans accounted for nearly 60 percent.

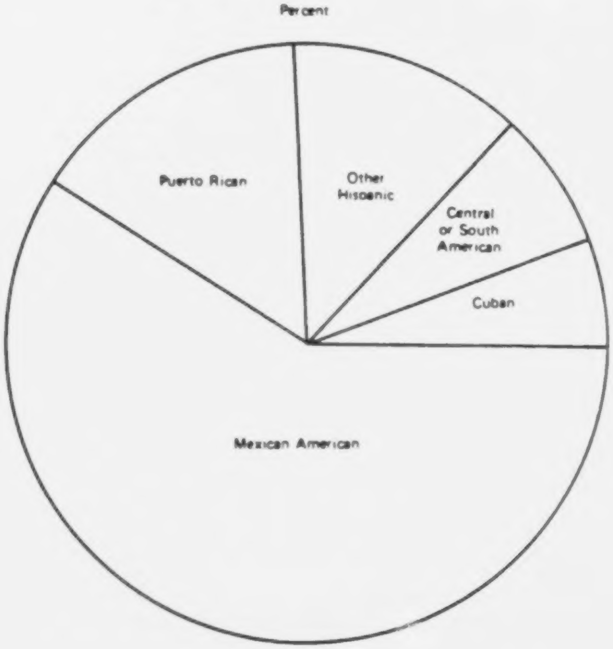


Table 1.02-Immigration from Hispanic countries to the United States: 1968-1977

Fiscal year*	Total	Mexico	Cuba	Other**
1968	185,574	43,563	99,312	42,699
1969	102,841	44,623	13,751	44,467
1970	102,891	44,469	16,334	42,088
1971	113,736	50,105	21,615	42,016
1972	127,231	64,040	20,045	43,146
1973	136,725	70,141	24,147	42,437
1974	136,108	71,586	18,929	45,593
1975	132,570	62,205	25,955	44,410
1976	129,546	57,863	29,233	42,450
1977	169,151	44,079	69,708	55,364

*In 1976, the Fiscal Year closing date was changed from June 30th to September 30th. That three-month segment is not represented in the table. A total of 37,083 Hispanics immigrated to the United States during that period.

**Includes immigrants from the following countries: Spain, Dominican Republic, Canal Zone, Costa Rica, El Salvador, Guatemala, Honduras, Nicaragua, Panama, Argentina, Bolivia, Chile, Colombia, Ecuador, Paraguay, Peru, Uruguay, and Venezuela.

SOURCE: Calculated from data supplied by the U.S. Department of Justice, Immigration and Naturalization Service.

Chart 1.02- Immigration from Hispanic Countries to the United States: 1968-1977

Hispanic immigration dropped sharply between 1968 and 1969, then rose gradually over the next few years. It rose sharply again in 1977.

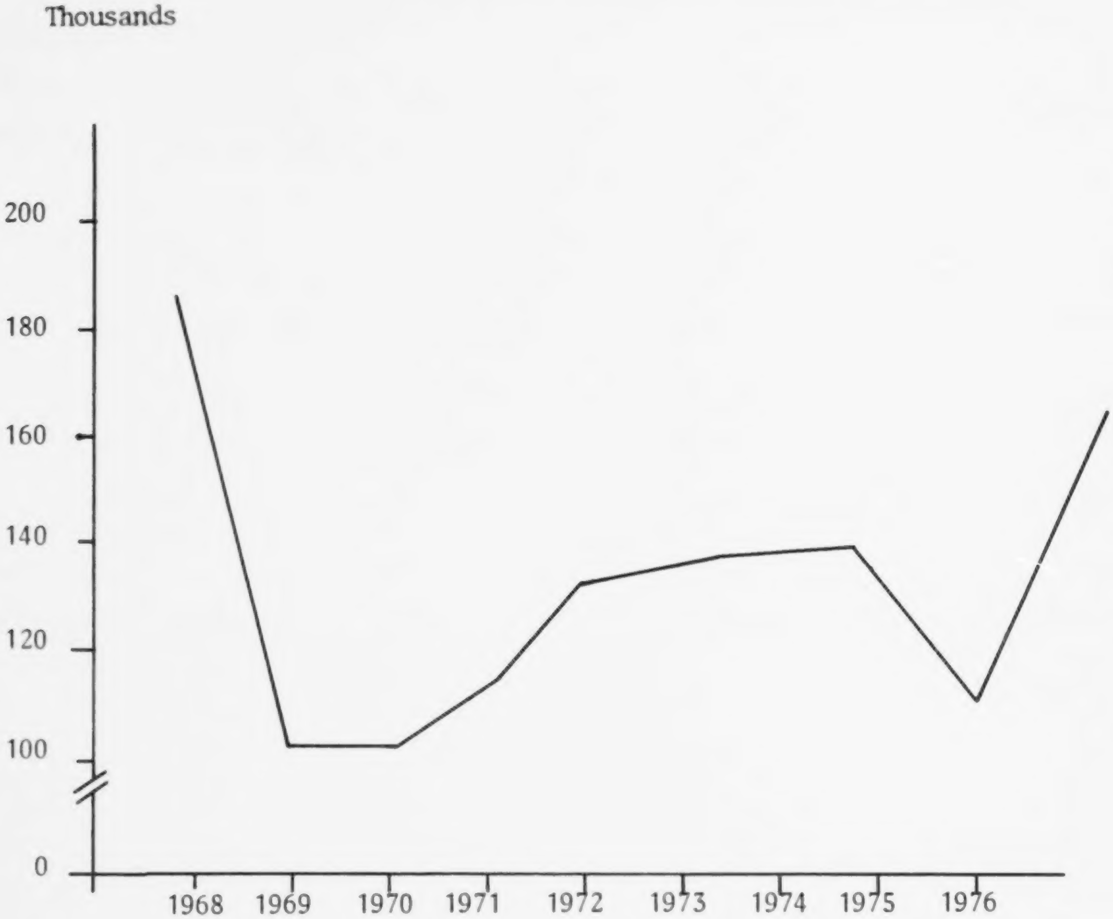


TABLE 1.03 - Migration of Puerto Ricans from the U. S. mainland to the island

Time period	Total	Born in Puerto Rico, left and later returned	Born on U.S. mainland and migrated to Puerto Rico
Before 1960 ...	61,000	55,000	6,000
1960-1969	200,000	159,000	41,000
1970-1977......	367,000	280,000	87,000

SOURCE: Commonwealth of Puerto Rico, Division of Human Resources, unpublished data.

Chart 1.03-Migration of Puerto Ricans

The number of Puerto Ricans migrating to the island has increased very rapidly.

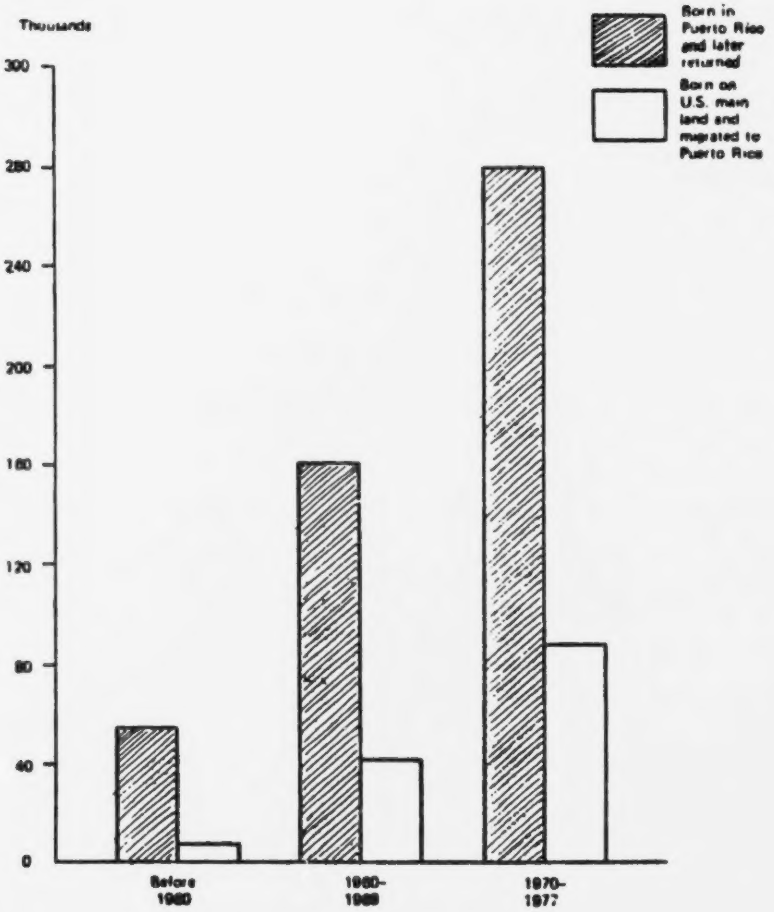


Table 1.04 Geographical distribution of Hispanics among selected States, by subgroup (1976)

State[1]	Number of Hispanics (000s)	Percent of Hispanic population	Percent distribution				
			Hispanic subgroup				
			Mexican American	Puerto Rican	Cuban	Central or South American	Other Hispanic
United States . .	11,193	5.6	61	14	6	7	11
Arizona	350	15	91	*	*	*	7
California	3,348	16	82	3	1	7	8
Colorado	278	11	76	*	*	*	21
Connecticut	81	3	*	71	*	*	*
Florida	669	8	5	6	62	9	19
Georgia	23	1	*	*	*	*	*
Hawaii	27	3	*	*	*	*	*
Idaho	28	3	73	*	*	*	*
Illinois	412	4	54	32	*	6	*
Indiana	84	2	68	*	*	*	*
Iowa	22	1	*	*	*	*	*
Kansas	43	2	77	*	*	*	*
Louisiana	85	2	*	*	*	24	52
Maryland	31	1	*	*	*	*	*
Massachusetts . . .	89	1	*	49	*	24	*
Michigan	96	1	70	*	*	*	*
Minnesota	20	1	*	*	*	*	*
Missouri	25	1	*	*	*	*	*
Nebraska	25	2	88	*	*	*	*
Nevada	36	6	62	*	*	*	*
New Jersey	385	5	*	47	24	15	12
New Mexico	420	36	51	*	*	*	48
New York	1,439	8	*	59	5	20	14
Ohio	85	1	52	26	*	*	*
Oklahoma	38	1	66	*	*	*	*
Oregon	40	2	71	*	*	*	*
Pennsylvania	125	1	*	80	*	*	*
Texas	2,557	21	97	*	*	*	2
Utah	41	3	70	*	*	*	*
Virginia	56	1	*	*	*	*	36
Washington	74	2	74	*	*	*	*
Wisconsin	34	1	*	*	*	*	*

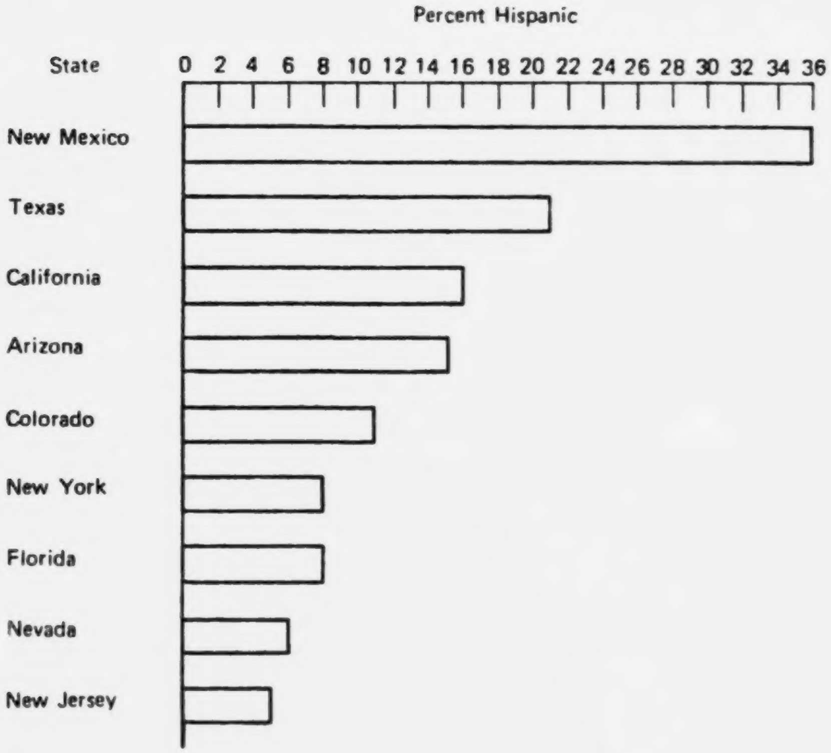
*Percent not shown where estimate is less than 20,000 persons.

[1] Only those States with an estimated Hispanic population of at least 20,000 are listed.

NOTE: Details may not add to totals because of rounding.

SOURCE: U.S. Department of Health, Education, and Welfare, National Center for Education Statistics, Survey of Income and Education, Spring 1976, special tabulations.

Chart 1.04 States with Hispanic population of at least five percent



THE SPECIAL ASSIMILATION PROBLEMS OF AMERICANS OF SPANISH-SPEAKING ORIGIN

ELEANOR MEYER ROGG

Americans of Spanish-speaking origin comprise the largest bilingual minority group in the United States. The United States Bureau of the Census estimates that as of 1976, Americans of Spanish-speaking origin make up 5.3% the total population of the United States, some 11.1 million people.

If present birth rate and immigration trends continue, the population of Hispanic Americans should continue to increase substantially. For example, Mexico and Cuba have been leading countries of immigration to the United States even before immigration laws changed in 1968. Since the United States Bureau of the Census began using its current survey procedures for ethnic groups in 1973, the increase of Americans of Spanish-speaking origin has been estimated to be approximately one half million. (New York Times, Dec 12, 1976, p. 82.)

This article will concentrate on the special adjustment problems of Hispanic Americans. In the increasing body of literature dealing with the assimilation of Americans of Spanish-speaking origin, many articles have concentrated on individual ethnic groups classified according to country of origin. Substantial literature, however, is not yet available about the common problems confronting Hispanic Americans. Instead, we find substantial literature available about the problems of the 6.6 million Americans of Mexican origin and the 1.8 million mainland Americans of Puerto Rican origin. Some literature is available about the 687,000 Americans of

Cuban origin as well as about other Spanish-speaking groups.

Perry and Perry (1976) question whether using common country of origin is a valid reason to group Americans together for study purposes. For example, they question whether Mexican-Americans' experiences have not differed considerably according to their state of residence, their time of arrival in the United States, their skin color, as well as their social class origins. Mexican-Americans are a diverse group with members in many different stages of assimilation. Thus, if it is difficult to deal with the common experiences and problems of Mexican-Americans, it is even more difficult to deal with the common experiences and problems of Hispanic Americans.

HISPANIC AMERICANS AS A GROUP

We should proceed with caution to be sure that we are dealing with a group that really exists and with a useful model for study. Vander Zanden (1975) defines a group as "a collection of people with certain common attributes (p.159)." By this very broad definition, Hispanic Americans are obviously a group, since they are a collection of people with the common attribute of coming from a Spanish-speaking background and/or having a Spanish surname.

Since 1973, the United States Bureau of the Census has collected data about Americans of Spanish-speaking origin and Spanish surname, lending further evidence to the existence of this group. Hispanic Americans then are at least a statistical aggregate created by demographers and sociologists even though no monolithic group which is a unified community with a common culture and called Hispanic Americans exists.

Robert Bierstedt's classic typology for classifying groups (1948) provides us with three criteria to help us analyze Hispanic Americans. Groups can be differentiated according to (1) "a consciousness of kind"— the recognition that people have something in common. (2) "social relations between people" because they have something in common and (3) "formal organization" — a planned group designed to achieve specific goals and functions. (pp. 700-710).

1. "Consciousness of kind" tends to develop among people when they face common problems and find they have a common interest. Indeed, Hispanic Americans may have found this common interest in maintaining and developing the use of Spanish, not only at home, but in schools and other institutions. The successful implementation of bilingual education programs may actually help create a sense of unity among Americans of Spanish-speaking origin. Shaw (1975) points out that the successful bilingual education program in Miami's Coral Way School, originally developed for Cuban emigrés, sparked a group consciousness for bilingual programs among other native Spanish-speaking groups. A group consciousness of Hispanics may also develop from reading the same Spanish language newspapers and listening to Spanish Radio and T.V. programs.

2. Social relations between Hispanic Americans are increasing. As bilingual education programs have developed in the United States, the need for Spanish-speaking personnel with special teaching credentials have combined to create shortages of qualified bilingual teachers. Cordasco and Castellanos (1973) found that Cuban educators, through special certification programs, have partially filled this need. "Caught in the dilemma of either having Spanish-speaking Cubans teach their children or having English-speak-

ing Americans, the Puerto Rican leadership has accepted the former. While it is known that Cubans as a group tend to be prejudiced against Puerto Ricans, their prejudice takes the form of disdain rather than hostility. The strong militant elements in Puerto Rican communities have undertaken the task of sensitizing these teachers (p.237)." Despite the tensions and competitiveness in this situation, interaction has inevitably begun.

Finally, some formal organizations are beginning to resent the common interests of all the Spanish-speaking. For example, Shaw (1975) notes that "Aspira, Inc., an association dedicated to helping mainland Puerto Ricans, initiated a class action to secure bilingual education for all Hispanic children in the city's schools when it might benefit. (p. 106)." Department of Hispanic studies have been established in some colleges and universities. As bilingual education programs have shown, formal organization has been developing as well.

In order to explore the common assimilation problems of Hispanic Americans, let us begin briefly by examining the three largest ethnic groups within this large Spanish Language group classified as Hispanic American.

MEXICAN-AMERICANS OR CHICANOS

Mexican-Americans are the second largest minority group in the United States. Mexican-Americans have been living in the Southwest part of the United States for more than 330 years, descendants of the original Spanish settlers. Some early villages north of Santa Fe, New Mexico were settled as early as 1598. The descendants of these original Spanish settlers became residents of the United States in 1848 when they and their land were annexed to the United States. Many Mexican Americans are native-born and are able to trace their native ancestry back for generations, while another large migration of Mexicans to the United States occurred in the early twentieth century. Five states (close to the Mexican border), including Arizona, California, Colorado, New Mexico and Texas, hold more than 85% of the Mexican-American population (Alvirez and Bean, 1976).

The Mexican-American population has increased dramatically in the Southwest reflecting a high birth rate and continuing immigration to the United States (Pettigrew, 1976). Mexican Americans have been moving increasingly into urban areas and northward and westward to California.

Despite the fact that almost 50% of Mexican-Americans are third-generation Americans, Mexican-Americans have not experienced a great deal of upward mobility. They tend to be concentrated in low-skilled, poorly-paid jobs. While research up to 1950 showed a similar pattern of prejudice and discrimination against Mexican-Americans as against Blacks in American society, D'Antonia and Samora (1962) contend that more recent findings show that Mexican-Americans are not in a caste-like relationship with Anglo-Americans, and Pinkey (1970) believes that in the community he studied, "the possibility for improving the status of Mexican-Americans is greater than for Negro Americans" (p. 80). The Chicano movement began in the mid-1960s. This successful movement has been primarily political and cultural, helping cultivate a growing sense of pride and dignity among Mexican-Americans.

PUERTO RICANS

In 1917, all Puerto Ricans were declared citizens of the United States. The almost three million Puerto Ricans living in the commonwealth of Puerto Rico and the 1.8 million Puerto Ricans living on the United States mainland have developed into one social and cultural community. Most mainland Puerto Ricans live in cities along the Eastern seaboard, particularly New York City. Some live in large cities in the Mid-west. The Puerto Rican experience is unique in that large numbers of Puerto Ricans travel back and forth to Puerto Rico; many return to Puerto Rico permanently. Almost 1/3 of the Puerto Rican population have lived some part of their lives on the mainland, generally when they are young. This return migration has impeded the acculturation and political organization of Puerto Ricans.

Economically Puerto Ricans are generally found on the lowest socioeconomic levels in the city of New York. Many live in Spanish Harlem. Puerto Ricans have encountered prejudice and discrimination based on their use of Spanish and their skin color, which ranges from very light to dark. Puerto Ricans are usually labeled non-white.

A small but increasing proportion of Puerto Ricans who remain on the mainland are attaining some upward mobility, including movement to the suburbs.

CUBANS

The majority of the 687,000 Cubans in the United States are recent arrivals; most have come as a result of the Cuban revolution of 1959. Many popularized articles have appeared in magazines indicating the spectacular success that Cubans have achieved in the United States in such a short time.

Cubans are a refugee group. They did not voluntarily leave their country for economic advancement, but they felt forced to leave Cuba because of a political situation they defined as intolerable. The hope of a quick return to Cuba helped them to accept their exile to the United States as temporary. As it has become apparent that there will not be a quick return home, Cubans have been forced to come to terms with a new life in the United States. Many Cubans live in Florida, but some large communities have developed in urban areas in the North and Midwest as well. Studies (Poertes, 1969 and Rogg, 1974) have shown that the middle class values and goals of the Cuban refugees have helped speed their rapid adjustment to life in the United States.

While emphasis has been placed on the middle class backgrounds and success of Cuban refugees, little attention has been paid to Cubans who are not middle class and who have not adjusted well. Much research is still needed to gain an adequate picture of all Cubans in the United States.

THE UNIQUE PROBLEMS OF HISPANIC AMERICANS

By rapidly looking at the three largest ethnic groups of Americans of Spanish-speaking origin, we have seen how diverse their history and experiences have been in the United States. We could be justified in simply concentrating on these unique qualities of each group, but we are also justified in concentrating on the parts of their experiences which may lead to a natural growth of unity among them. If we consider the history of other immigrants to the United States, like the Italians, we find that when these immigrants first arrived in this country, they identified themselves by the province of Italy from which they came. Italy did not become unified until the middle of the nineteenth century. Before that time, these provinces were the only political, social and cultural reality for these people. They did not tend to think of themselves primarily as Italians but as immigrants from Sicily, Calabria, Lucania, Apulia or Compania. Once in the United States, these immigrants found that Americans did not really recognize these provincial distinctions. Americans saw all of them as Italian. Slowly, these distinctions faded for a number of reasons, although they are still somewhat present even today. In the United States, these immigrants and their descendants began to identify themselves increasingly as Italian-American.

Perhaps a similar sense of identity may emerge among Americans of Spanish-speaking origin, although in a modified form. If such an identity emerges, it may result from the unique but common problems confronting these Americans.

1. LACK OF IMMIGRATION

The vast majority of Americans of Spanish-speaking origin are not immigrants to the United States. A number of studies (Moore, 1970; Gaviglio, 1976) point out that many Mexican-Americans did not ever move to become residents of the United States. They automatically found themselves "involuntary" residents when the United States won the Southwest from Mexico. They were to some extent a conquered people whose culture has been valued in the Southwest for more than 200 years before they were overtaken (Nava, 1970). Gaviglio (1976) believes that "no Chicano is really an immigrant in America. When they moved north, they felt that they were moving in an environment that was geographically, culturally and historically familiar. I would even say that in a political sense the border has been a nebulous entity. There was no border patrol until 1924 and there was not even a quota on Mexican immigration until 1965 (p.382)."

Like the Southwest, Puerto Rico was won in war by the United States. The Island became a U.S. possession at the end of the Spanish-American War on December 10, 1898. Thus, Puerto Ricans found themselves involuntary residents of the United States, as did Mexican-Americans. Their movement to the mainland required no passports or visas since Puerto Ricans were declared U.S. citizens in 1917. Thus any movement of Puerto Ricans to the mainland must be viewed as a migration and not an immigration.

Most Cubans are also not immigrants. Rogg (1974) notes that Cubans are refugees. Refugees are people who are pushed out of their homeland, unlike immigrants who are pulled or attracted to their new adoptive country. Immigrants tend to be young people from lower-class backgrounds, while refugees come from all age groups and social classes. Many come from middle-class and upper-class backgrounds and have been forced to leave behind their homes and life-savings. Refugees often dream of returning to their homelands. Considering their stay in the receiving country as temporary, they spend far less energy adjusting to life in the host society than do immigrants, who see their stay as permanent. While some Cuban refugees have realized that their chances of returning to Cuba are small, and consequently, are reorienting their lives to a permanent commitment to life in the United States, other Cubans are still dreaming of returning to Cuba.

Moore (1970) cautions that "the nature of the introduction into American society matters even more than race" in the adjustment and assimilation of Hispanic people (p. 240). The way that many Americans of Spanish-speaking origin have been introduced to American society has been so different from the experiences of European immigrants that we cannot use the European immigration model to understand the Hispanic-American role in

American history (Nava, 1970)

2. THE PHYSICAL CLOSENESS OF HOME

When the United States annexed the Southwest, Mexican-American culture was well-developed, autonomous and dominant in the region. This culture has been continually reinforced by the proximity of Mexico and, in part, has slowed the acculturation of Mexican-Americans. Gaviglio (1976) believes the border doesn't really exist. The differences between such border towns as Calexico and Mexicali, El Paso and Juarez, and Brownsville and Matamoros are really political and economic, not geographical or cultural.

Fitzpatrick (1971) shows that the "proximity of the Island and the ease of return seem to prompt the Puerto Ricans to find in the Island the sense of strength, support and identity which former immigrants found in the clusters of their own kind in the immigrant communities of American cities. There is a great deal of truth in the comment that this is not a Puerto Rican migration, but a process of Puerto Rican commuting (p. 179)." Brabs (1973) stresses recognition of the fact that the Puerto Rican community on the Island and the mainland is one social and cultural community. Puerto Rican migrants maintain close family ties with the island and often return.

While Cubans in Miami are physically quite close to their former island homeland, unlike Mexican-Americans and Puerto Ricans, they are not able to return home. Instead, they have created a very strong and concentrated ethnic community in the Miami-Dade County area. Some are trying hard to recreate a sense of being in Cuba and are trying to keep alive the dream of returning home. Some older Cubans are pressuring younger Cubans to remain loyal to their Cuban heritage and the dream of returning to Cuba.

3. IDENTITY CRISIS-WHO AM I?

When people are uprooted and find themselves surrounded by a culture different from their own, they find they must adapt to a new way of perceiving themselves and others. They are confronted with redefining themselves. They must answer the question--who am I?

This quest for identity is common among immigrants, but it may really be part of a larger national question of discovering who we Americans are. Are we evolving as a nation of homogenized "melted" Americans? Or are we evolving as groups of hyphenated Americans, culturally or structurally distinct from each other? Or is yet another pattern emerging?

In order for immigrants, refugees or native Americans in the United States in 1976 to answer the question of who they are individually, Americans may have to answer the question of who they are collectively as well.

It is not surprising then to find that many studies (Cabrera, 1971, Nava, 1979, Fitzpatrick, 1971; Brabs, 1973; Moore, 1976) indicate that a major problem confronting all Hispanic Americans is a lack of a sense of identity. Much energy in ethnic communities is used attempting to explore and discover an identity within the host society. Sometimes other groups in the receiving society help identify the group. Moore (1976) points out that only in interaction with "various elements in American society--Anglo, Chicano, Black and other Latin Americans" have official institutions "discovered" that Chicanos should be considered a disadvantaged minority group (p. 10).

To identify oneself as Mexican-American, Puerto Rican or Cuban, almost inevitably means to value Roman Catholicism, Spanish and familism as part of one's heritage (Cabrera, 1971; Fitzpatrick, 1971; Rogg, 1974).

SPANISH AS ONE'S CULTURAL HERITAGE AND IDENTITY.

Spanish has become a focal point for identification among Hispanic Americans. It serves not simply as a medium of communication, but as a bond, a living symbol of one's unique cultural heritage.

When a school system is intolerant of a child's use of Spanish, it reflects a philosophy intolerant of cultural pluralism. Nava (1970) believes that exclusive English-language instruction is destructive to the Spanish-speaking child's self-image and ego. The most advanced educational programs build upon the Spanish language and Hispanic cultural backgrounds of their students as strengths, not weaknesses.

For many Spanish-speaking intellectuals, there is concern that large numbers of children of Spanish-speaking origin are not able to speak either English or Spanish correctly. Instead,they speak a mixture of the two languages, and are losing the quality of both languages. Many hope that bilingual education programs will improve the children's ability in both languages.

Fitzpatrick (1971) expresses the concern that knowledge of English may be functional for a child's eventual assimilation but may cause a painful role reversal at home, when poorly educated parents must rely on their children to be interpreters for them (p.144). This problem may be particularly acute in Hispanic homes where family roles are carefully defined.

5. FAMILISM

Many studies (Rubel, 1966; Gil, 1968, Cabrera, 1971; Fitzpatrick, 1971; Rogg, 1974; Alvirez and Bean, 1976; Moore, 1976) attest to the great importance Hispanic Americans attach to family life. The family includes parents and children as well as extended relatives and godparents (Compadrazgo.) Respect, courtesy and affection are important family values. There is a strong sense of family obligation and hierarchy among Hispanics.

Fitzpatrick (1971) contends that in Latin culture generally, "personalism" is a basic value. Personalism stresses the inner value and qualities of the individual, the person's uniqueness and self-worth. Hispanic Americans tend to be less concerned with external symbols, less competitive and materialistic than other Americans, stressing spiritual values instead.

"Machismo" or male dominance is the family characteristic most emphasized and perhaps overemphasized in the literature about Hispanic Americans. While emphasis is generally placed on the male's ability to conquer women, particularly sexually, Alvirez and Bean (1976) contend that the concept contains contradictory elements. What is less emphasized in the concept are "the elements of courage, honor and respect for others as well as the notion of providing fully for one's family and maintaining close ties with the extended family (p. 278).". It is difficult to perform these latter obligations if one is supposed to be a great lover also. Cabrera (1971) adds that "machismo" is found in all world groups and may be as much a cultural stereotype of Hispanics as a reality. He argues that "machismo" is related more to low socioeconomic status than it is to ethnicity. The double standard, use of physical force and large families are really characteristics of low socioeconomic status.

6. CONFUSION OF SOCIAL CLASS AND ETHNIC VALUES

Studies (Fitzpatrick, 1971; Rogg, 1974; Moore, 1976; Gaviglio, 1976; Pettigrew, 1976) show that most Mexican-Americans, Puerto Ricans and Cubans are now urban residents, often found living in overcrowded, inadequate housing.

Cubans have been the most successful group in escaping from this situation. While often found in situations of underemployment in the United States, many Cubans still have the advantage of middle-class values and optimism upon which to fall back.

Cabrera (1971) believes that "the losing of lower-class culture rather than ethnicity is most related to mobility upward (p.60)." If many Puerto Rican and Mexican-American families are characterized by many children, poverty, parents with poor educational backgrounds and unskilled occupationally, we are looking at lower-class subcultural factors and not ethnic factors. Middle-class Cuban families lack these lower-class factors, but they are very much hispanic.

7. RACIAL ATTITUDES

Finally, Mexican-Americans, Puerto Ricans and Cubans have been strongly influenced by Spanish tradition in forming their attitudes about interracial mixing. Unlike American society, Hispanic culture has allowed much more intermingling racially. Mexican-Americans and Puerto Ricans have been ever more tolerant of this pattern than Cubans. In Puerto Rican culture, the racial classification system allows more than the two possibilities of black and white. The term "trigueño", as well as other related terms, provides a third comfortable and positive alternative. Fitzpatrick (1971) indicated that in Puerto Rico one's social class determines in large measure how a person will be classified racially, where as in the United States, the way a person is classified racially will strongly influence the social class to which the person will belong. When Hispanic Americans, particularly of medium color, find themselves in contact with Anglo culture, they become anxious over the twofold classification system they find. They soon understand the advantages of being classified as white. Fitzpatrick (1971) notes that those who can't quite be classified as white may try to remain within the Puerto Rican community where they are not discriminated against. While Will Herberg expects Puerto Ricans to split into two groups based on race, Fitzpatrick does not see this happening at present. Fitzpatrick hopes that the Hispanic pattern will continue and spread among other American groups.

SUMMARY

The presence of large numbers of Americans of Spanish-speaking origin interested in maintaining their Spanish language and heritage may serve as a focal point for a growing unity among Hispanic Americans. In order to understand the unique role of Hispanic Americans in American history, the problems common to Americans of Spanish-speaking origin should be considered. These special problems include (1) a lack of immigration to the United States (2) the physical closeness of home (3) an identity crisis (4) Spanish as one's cultural heritage and identity (5) familism (6) the confusion of social class and ethnic values and finally (7) racial attitudes.

EXERCISE #3 (FOR READINGS 3 and 4)

Using the map provided, color in the states with Hispanic populations over 5%. Indicate the name of the largest Hispanic group in each state.

After completing Reading 4, compare and contrast the three groups discussed in chart form, answering the following:

- How did their migration/immigration to the United States differ?
- What is one important issue that vitally concerns each group?
- Who are/were the popular leaders?
- What are some unique cultural aspects specific to each group?

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READING #5

CULTURAL PLURALISM AND THE SOCIAL STUDIES CURRICULUM

The bilingual social studies curriculum does not generally differ significantly from the monolingual curriculum with reference to goals, objectives, scope and sequence. However, there are several important unique aspects of the bilingual social studies curriculum which need to be addressed. First, we need to provide for learning experiences in both English and Spanish. Second, we need to provide a strong multicultural component supporting the concept of cultural pluralism. In this way, young bilingual pupils will be able to (1) affirm their own cultural identities, (2) develop positive self-concepts and (3) nurture an understanding of other cultural heritages which also contribute to the diverse richness of American life.

The Social Studies Curriculum for grades K-12 usually addresses the following goals and objectives with some variation from state to state*:

Goal #1: To familiarize pupils with a generalized knowledge about people and their environments.

1. To provide knowledge about the American economic system.
2. To provide historical data and methods of interpretation of this data relevant to the state, nation, and world.
3. To enable students to understand local, state, national and international political systems.
4. To enable students to understand local, state, national, and world geography.
5. To enable students to understand the psychological, sociological, and cultural factors affecting human behavior.

Goal #2: To enable students to examine their own values and attitudes as well as those of others.

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* Adapted from Social Studies Subgoals and Suggested Essential Student Objectives, Social Studies Section, Division of Curriculum Development, Texas Education Agency, 1980.

1. To develop self-respect and respect for others.
2. To develop a committment to democratic beliefs, human freedom, and personal responsibility.

Goal #3 To develop skills and processes necessary for understanding and interacting within various environments.

1. To enable students to obtain, analyze, and explain information from various sources.
2. To enable students to apply historical and social science facts, concepts, rules, and generalizations.
3. To enable students to develop and use democratic participatory skills in a variety of human relationships.
4. To enable students to reason effectively, infer, hypothesize and analyze information and data.

Within the traditional curriculum there is ample room for the development of specific goals and objectives enhancing the multicultural component. A multicultural approach to the social studies should not be treated as an isolated unit or theme, but rather as an integral part of the total curriculum to add depth and broader understandings to each goal and objective in the program.

For example, one can assure that a multicultural approach will be accomplished by adapting each of the goals and objectives of the curriculum to include the following strategies:

1. Historical events should be examined objectively looking at the varying points of view or historical perspectives.

   (Examples: What is the American Indian view of the "discovery of America?" How do American Indians feel about celebrating Thanksgiving or Columbus Day?)

   Activities (can include): role play, debates, mock trial courts where each side presents its facts and proof.

2. Current events, local and worldwide, should be studied in terms of their historical precedents. In other words, young learners should be

made aware that our current issues, problems, and events are tied to the past, to past actions taken by governments, to past events, and to undying traditions.

(Examples: Mid-East crises, Ireland's revolution, El Salvador's turmoil, desegregation efforts in the U.S. and South Africa).

Activities
(can include): Interviews with older Americans, interviews with foreign-born persons, developing library research skills including microfilm reading of newspaper articles, magazines, and documents.)

3. All books, magazines and printed matter that are used to achieve goals and objectives should be scrutinized by the teacher and the pupils for overt or covert expressions of racism, sexism, stereotyping, incorrect information, and one-sidedness in reporting "factual" accounts.

   (Examples: Basal readers, social studies texts, state-adopted texts, library materials.)

   Activities
   (can include): Utilizing checklists, a bulletin board display citing examples of inadequate treatment of minorities and women, class discussions with a "show and tell" format.

4. Gaps in the curriculum, either related to printed matter, audiovisual materials, objectives or otherwise, should be filled by the teacher using teacher-made materials, borrowed materials, library resources, community consultants, outside readings and/or university personnel.

EXERCISE #4

CRITERIA FOR EVALUATING THE TREATMENT OF MINORITY GROUPS AND WOMEN IN TEXTBOOKS AND OTHER LEARNING MATERIALS

Written by: Max Rosenberg, Detroit Public Schools
Excerpted from: Educational Leadership, November 1973

Following is a list of 20 criteria which can serve as significant guidelines for educators in the process of selecting textbooks and other curriculum materials. While not all of the criteria will be applicable in every case, the questions raised do focus upon basic considerations in the learning materials that we use in the education or miseducation of our children.

DOES THIS TEXTBOOK OR LEARNING MATERIAL IN BOTH ITS TEXTUAL CONTENT AND ILLUSTRATIONS:

	YES	NO
1. Evidence on the part of writers, artists, and editors a sensitivity to prejudice, to stereotypes, to the use of material which would be offensive to women or to any minority group?	☐	☐
2. Suggest, by omission or commission, or by overemphasis or underemphasis, that any sexual, racial, religious, or ethnic segment of our population is more or less worthy, more or less capable, more or less important in the mainstream of American life?	☐	☐
3. Utilize numerous opportunities for full, fair, accurate, and balanced treatment of women and minority groups?	☐	☐
4. Provide abundant recognition for women and minority groups by placing them frequently in positions of leadership and centrality?	☐	☐
5. Depict both male and female adult numbers of minority groups in situations which exhibit them as fine and worthy models to emulate?	☐	☐
6. Present many instances of fully integrated human groupings and settings to indicate equal status and nonsegregated social relationships?	☐	☐
7. Make clearly apparent the group representation of individuals— Caucasian, Afro-American, Indian, Chinese, Mexican American, etc. — and not seek to avoid identification by such means as smudging some color over Caucasian facial features?	☐	☐

YES NO

8. Give comprehensive, broadly ranging, and well-planned representation to women and minority groups in art and science, in history and mathematics and literature, and in all other areas of life and culture? ☐ ☐

9. Delineate life in contemporary urban environments as well as in rural or suburban environments, so that today's city children can also find significant identification for themselves, their problems and challenges, and their potential for life, liberty and the pursuit of happiness? ☐ ☐

10. Portray sexual, racial, religious, and ethnic groups in our society in such a way as to build positive images — mutual understanding and respect, full and unqualified acceptance, and commitment to ensure equal opportunity for all? ☐ ☐

11. Present social group differences in ways that will cause students to look upon the multi-cultural character of our nation as a value which we must esteem and treasure? ☐ ☐

12. Assist students to recognize clearly the basic similarities among all members of the human race, and the uniqueness of every single individual? ☐ ☐

13. Teach the great lesson that we must accept each other on the basis of individual worth, regardless of sex or race or religion or socioeconomic background? ☐ ☐

14. Help students appreciate the many important contributions to our civilization made by members of the various human groups, emphasizing that every human group has its list of achievers, thinkers, writers, artists, scientists, builders, and political leaders? ☐ ☐

15. Supply an accurate and sound balance in the matter of historical perspective, making it perfectly clear that all racial and religious and ethnic groups have mixed heritages, which can well serve as sources of both group pride and group humility? ☐ ☐

16. Clarify the true historical forces and conditions which in the past have operated to the disadvantage of women and minority groups? ☐ ☐

17. Clarify the true contemporary forces and conditions which at present operate to the disadvantage of women and minority groups. ☐ ☐

18. Analyze intergroup tension and conflict clearly, frankly, objectively, and with emphasis upon resolving our social problems in a spirit of fully implementing democratic values and goals in order to achieve the American dream for all Americans? ☐ ☐

YES NO

19. Seek to motivate students to examine their own attitudes and behaviors, and to comprehend their own duties and responsibilities as citizens in a pluralistic democracy — to demand freedom and justice and equal opportunity for every individual and for every group? ☐ ☐

20. Help minority group (as well as majority group) students to identify more fully with the educational process by providing textual content and illustrations which give students many opportunities for building a more positive self-image, pride in their group, knowledge consistent with their experience; in sum, learning material which offers students meaningful and relevant learning worthy of their best efforts and energies? ☐ ☐

READING #6

APPRECIATING CULTURAL DIVERSITY IN PUBLIC EDUCATION

BY

GENE T. CHAVEZ

Because American public education has traditionally emphasized cultural assimilation, children who are different from the mainstream have suffered alienation, discrimination, and for the most part, a poorer quality of education (Ramírez and Castañeda, 1974). Although much progress has been made in the last 15 years toward providing education geared for culturally different children, there still exists much misunderstanding about their needs. To suggest that a problem exists in such a respected institution as the public school is to run the risk of being misinterpreted and misunderstood, especially when advocating changes in institutionalized attitudes on how children are to be treated.

Yet the fact remains that simply because certain people are culturally different in our society, they experience frustration, underachievement, and sometimes mental and physical abuse at the hands of those who wish that they would conform, assimilate, or acculturate.

After the smoke cleared from the '60s and certain basic human rights were gained, a growing desire for cultural democracy was articulated by more and more culturally different individuals (Belok, 1978). For the racially or ethnically different individual, this desire has led to the emergence of an alternative ideology reacting against the conformity view of assimilation and acculturation to mainstream middle-class Anglo culture and values (Epstein, 1977). This is not to say that wholesale rejection of "mainstream" culture is advocated, but rather that it is the right of every individual to maintain whatever aspects of culture held valuable. As a matter of fact, any culturally different person would find it advantageous to participate in both mainstream American culture and native culture, thus obtaining the "best of two (or more) worlds," as long as the two are compatible and cognitive dissonance does not result (Paulston, 1978).

One of the dilemmas in American education is how to understand what cultural difference means and how to interpret it into meaningful learning experiences for ethnically and culturally different students (Appleton et al., 1978). Understanding cultural difference must eventually lead to providing culturally different students with the educational experiences necessary to respect their native cultures and also to be competent to contribute to the Anglo mainstream culture.

In many ways American schools have propagated Anglo conformity views of acculturation or, at best, certain interpretations of cultural pluralism. The resulting variations of the "American melting pot" have failed to fully appreciate the psychological and sociological needs of culturally different students (Gordon, 1964). The failure is due to not recognizing differences in such things as cognitive styles, social valuing, and individual preferences. Within the melting pot ideal, these children have often been forced to make a series of decisions about cultural values for which they were not prepared (Banks, 1975). For example, the teacher might consider a child from a traditional Chicano family to be "uninterested" because the child does not stay after school to work on a project with other fellow students. In reality, the father, whose values are different from the school's, requires that his children accomplish assigned tasks by the time he gets home and won't listen to any excuses. Despite the child's desire to "get involved," he/she is considered "uninterested" by teacher and peers.

An understanding of the home value system, which is often based on an ethnic subculture, can eliminate much of the labeling of culturally different children and its resulting pain (Rivlin and Fraser, 1977). As children mature and reach the age at which rational decisions are possible, they should be allowed to know the various options open to them. The choice to remain within the boundaries of thought created by their birth or to branch out into mainstream thinking is made possible to them by the school's helping them appreciate both their native culture and that of the mainstream. It is thus important that educators first know cultural difference and second, know how to appreciate cultural difference and their own unique contributions.

Analysis of Cultural Difference

"Cultural difference" is still a vague and abstract term to most people and bears further analysis. First, it may be asked "What is 'culture'?" Consider the following uses of the word "culture":

1. "She is a very cultured lady."
2. "The culture of the Apache is different than that of the Navajo."
3. "Cultured pearls are relatively inexpensive."

In the first example of the word "culture," training, development, and refinement of mind, morals, and/or taste is implied. The condition that is produced by training, development, and refinement is perhaps more specifically what is meant by the statement that someone is a cultured person. "Culture" used in this sense is the kind in which teachers are most often involved as they endeavor to train, develop, and refine the minds, morals, and taste of their students.

The second example looks at culture in an anthropological sense. "Culture" is defined here as the sum total of attainments and learned behavior patterns of any specific period, race, or people. It may be regarded as expressing a traditional way of life subject to gradual but continuous modification by succeeding generations. Attainments of a people include art and literary forms as well as technological innovations. Behavior patterns are general and enduring ways in which a given people respond to stimuli within their environment.

It is in this sense that the study of cultural difference considers culture. The task is to preserve the cultural differences among the nation's various ethnic groups, thus justifying the results of such preservation as providing a more democratic, interesting, and dynamically fruitful culture for all Americans, rather than one in which uniformity is the norm.

The last use of the word "culture" is more related to an action. That is, the pearls that have been produced by human intervention into a natural process can be considered as having been acted upon. A synonymous term would be "cultivated" as used in the following example: "The farmer cultivated the field early in the spring."

When the term "cultural difference" is used, "culture" carries the meaning of at least the three examples above. Understanding and appreciating cultural differences in the public school setting means that people may be considered to be cultured even though their training, development, and refinement may have consisted of experiences and values that differ markedly from those of the mainstream. Past attainments and learned behavior patterns are considered to be important factors in what a group of people are, or are allowed to be; in the last sense, culturally different children who are educated to feel that their birthright culture is good will feel that they have a contribution to make to society. They can succeed both in their interaction within their own ethnic oriented community and within the mainstream culture.

This, then, is the basic education issue: the need for providing culturally different children with the educational experience necessary for them to participate in more than one cultural world. Culture is dynamic and changing; it is important for all individuals to be able to take part in the cultural world in which they find themselves and in the modes that are appropriate *al día* and at the same time be made to feel that they are contributing to the enrichment and continued development of their cultures.

The plight of Mexican-American children provides an example of how public education has failed to meet the educational needs of culturally diverse children. If Mexican-American children are raised during their pre-school years in the socio-culture system characteristic of the traditional Mexican-American community, the socialization practices pertaining to language, cultural values, and learning style are unique to their Mexican-American heritage. They will have developed communication, learning, and motivational styles and skills that are appropriate to their native culture. When these children begin to experience public education with its emphasis on Anglo conformity, their progress toward feeling good about themselves and the contribution they have to make is impeded. It is impeded because the new cultural world that they have come to explore and understand denies the reality that they must also continue to function effectively in and contribute to the Mexican-American cultural community.

Hence, an appreciation of cultural difference is proposed for public schools. Many American students who are culturally different are taught the "mainstream" Anglo culture, too often to the exclusion and sometimes to the prohibition of their own language, heritage, cultural values, learning, and motivational styles. Under a system of education where cultural difference is recognized, appreciated, and taught, the words "equal educational opportunity" become meaningful. It becomes possible to acquire the skills that are necessary for effective participation in, and significant contribution to, both one's native cultural community and the mainstream society. Such a system of public education would also provide the opportunity for any students (culturally or ethnically different or not) who live in areas in which ethnic minority groups predominate (e.g., American Southwest) to learn to participate effectively in or contribute to the development of a culture different from their own. In the example of children in the Southwestern part of the United States, many students who eventually become members of the helping professions in ethnic minority areas do not learn in schools the skills that would help them understand and work better in their professional roles when working with Mexican-American and/or Native American populations.

APPRECIATING CULTURAL DIFFERENCES

The concept of "appreciation" is not new to educational curricula. Many schools offer courses called "Music Appreciation," Art Appreciation," and other courses that incorporate this concept. Designing of curricula that would enhance appreciation of cultural difference as earlier defined is the next step toward understanding cultural difference in public education.

Although the concept of "appreciation" is complex and may call for a sophisticated analysis of theories of aesthetics, we can find meaning and applicability to the understanding of cultural difference by examining the several interrelated usages found in our everyday language (Appleton, 1978).

Appreciation as pleasure. Example: "I really appreciate a cold glass of Carta Blanca after a hard day at work." "Appreciation" here is an unanalyzed expression of feelings or value placed on an object of enjoyment. It does not demand justification; it is a straight-forward expression of pleasure.

When we consider the immense quantity of pleasurable aspects in the study of different cultures (e.g., Mexican folk music, Indian art forms, and Japanese food), the significance of appreciation is immediately apparent. Unfortunately, appreciation of cultural difference often stops here.

Appreciation as gratitude. Example: "I really appreciate all the hard work you did for me on this project." "To appreciate" in this sense is to recognize the contribution of the efforts of others to one's personal well-being or to a common purpose. Another aspect of appreciation here is the ability to "see" the applicability or usefulness of other's contributions to our own needs.

Students cannot appreciate in this sense what they do not "see." That is, if students are not given the opportunity to recognize the positive contributions made by the many culturally diverse minorities, they may never come to appreciate or have gratitude toward the contributions of these fellow Americans.

Intellectual appreciation. Examples:

A.(1) "He has gained an appreciation of the Navajo culture by living on the reservation for two years." "Appreciation" in this sense implies a level of understanding acquired through actual experience.

A.(2) "She has learned to appreciate Hopi religious beliefs by seeing a film about how Hopi leaders work together with Anglo recreational developers to preserve sacred grounds." In this example, appreciation is learned vicariously, but learned as well, perhaps, as if she were the Anglo recreational developer.

Learning about culturally different people is a start toward understanding their value systems. Experiencing how cultural difference feels can lead to an intellectual appreciation of the culturally different person's "world view."

B. "He has gained an appreciation of the factors leading to the urbanization of Blacks in Northern cities after the Civil War." In this case, we recognize an ordering of the knowledge of events assembled in such a way that the student creates a thesis of causality. This can eventually lead to a profound appreciation of the predicament in which many present day inner-city, poverty-level Blacks find themselves. With this kind of appreciation, the student is more likely to make more meaningful generalizations about Blacks and perhaps other minority groups.

C. "I have learned to appreciate the Chicano point of view with respect to the retention of some aspects of the Mexican heritage." Learning another point of view by understanding ("seeing") the difference and by understanding the reasons for those differences, whether or not we agree, brings us to another level of intellectual appreciation. This is similar to appreciating the differences in style between artists. The individual who appreciates variance in the style of artists knows something about techniques and also understands something about how each style incorporates these techniques to achieve different visual and psychological effects. The educational implication here is that students don't just come to appreciate cultural differences, they must learn to appreciate them.

From examples A-C above, we see that facts alone are not enough to bring about intellectual appreciation of cultural differences. Students must be taught to be able to order facts in such a way that they come to "see" their effects. A completely different way of understanding cultural difference results, stemming from a new conceptual scheme—a new way of seeing the world.

Aesthetic appreciation. Example: "She appreciates fine Navajo rugs." This brings us back to the affective domain and combines intellectual appreciation with appreciation as pleasure. For our purposes, it may be useful to consider aesthetic appreciation on a continuum from affective appreciation to intellectual appreciation, from "I just like it!" to "I recognize these elements of style, symbolism, and originality." As we move up the continuum, our appreciation is more refined. It becomes fuller and more laden with meaning—a blend of cognitive and affective elements. We enjoy because we appreciate; we appreciate because we understand. The tremendous pedagogical implications of bringing students to an aesthetic appreciation of cultural difference challenges us to get out of our ethnocentric shells and help students know what the real world is all about.

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COMPONENTS OF A MULTICULTURAL CURRICULUM

LEONA M. FOERSTER*

Multicultural education, a product of the seventies, appears to be a trend that cannot be ignored. Multicultural programs are springing up across the country in response to the needs of a society which is exceedingly diverse. These programs, although related to the ethnic studies programs of the sixties, go beyond the study of one or more racial or cultural groups. Instead, the major goal of multicultural education is to enable students to interact successfully with others in our society despite great differences in heritage, family patterns, life styles, value sets, and so on. Multicultural education is education for cultural pluralism. It compares and contrasts all people across racial and ethnic lines in a nonjudgmental atmosphere. Diversity is examined across cultures, studying the strengths and contributions of all peoples to the greater society. Further, multicultural education helps students view cultural differences as positive and promotes cultural pluralism as the ideal posture for society.

American education faces a legacy of a curriculum which is monocultural in character. Historically, American society has operated within the "melting pot" framework. As a society, we were willing—even grateful—for immigrants from other lands to till the fields and staff the factories of a budding nation. Founding fathers such as Thomas Jefferson and Benjamin Franklin had value sets which included the provision for education to produce intelligent citizens and to build within the neophyte nation a strong, prideful identity. In order to accomplish the latter, it fell to the institution of education to fuse persons with diverse backgrounds into a united whole over a period of time—the birth of the melting pot. To be a "good American," in this sense, meant to speak English only and to adhere to traditional Anglo values and life styles.

The melting pot theory is no longer tenable. Rather than a melting pot, as a nation we are more like a salad bowl. The posture of cultural views present day society realistically and recognizes the identity of subcultural groups within the larger society. It allows or perhaps even encourages these groups to retain their identity without denying them full participation in society (as has happened in the past). Flowing from the orientation of cultural pluralism is the belief that a person can be a Mexican American, or a Hopi or an Asian American, retaining certain cultural and linguistic differences which set that group aside from mainstream America and yet be a "good American."

It is time for the monocultural curriculum of the past to give way to the multicultural curriculum of the present and future. Multicultural education is an answer to the serious educational problem of making school experiences meaningful for students whose racial, ethnic, cultural, socioeconomic and religious backgrounds differ from those of mainstream students. But it is not for these students alone. Multicultural education is for all students and provides a culturally pluralistic approach to building curricula relevant for all.

As often happens when new terms which are added to educational jargon, there appears to be some confusion as to the nature and major components of a viable multicultural curriculum. The introduction to this article was an effort to pin down the nature of multicultural education. The remainder of the article will attempt to break down this curriculum into managable parts which can be examined closely and which will offer guidelines or keystones to persons who are curious about or interested in building a curriculum in multicultural education appropriate for their educational setting.

From this writer's point of view, there are four basic components of a multicultural curriculum. These are (1) self concept: (2) prideful identity: (3) valuing of others, and (4) skills development. It is obvious at the outset that there is a mixture of the cognitive and affective domains within each component. Thus, multicultural education is comprised of a careful blend of content and process which requires commitment on the part of the teacher for implementation and success. Each of the components will be examined in turn. A discussion of the role of the teacher in implementing a multicultural curriculum will conclude the article.

Any curriculum worthy of implementation in a school setting must deal with self-concept of the child. A multicultural curriculum is no different from any other curriculum in that respect. Yet unfortunately, far too many educational programs neglect the self-concept and assume that somehow the teacher will see to it that experiences which will enhance the self are provided for each child.

The development of positive feelings of self are bound up in both content and process—what is taught and how it is taught. The younger the child and/or the more negative feelings of self which he has, the greater will be the attention which must be given to self concept. Typically, economically disadvantaged youngsters, many of whom represent ethnic or racial minorities, come to school with warped perceptions of self. These children present the greatest challenges to the teacher in terms of modifying existing negative or distorted perceptions.

Providing content and using processes which will help each child build a prideful identity (component #2) will contribute greatly to helping pupils build positive self-concepts. Certainly skills development (component #4) is extremely important to self-concept also. Unless children are equipped with the skills prerequisite for success in school, they will fall into the failure syndrome with the concomitant damage to self-concept which generally occurs. A more complete discussion of components #2 and #4 will follow shortly. Let it suffice to state here that all four components are interwoven as the curriculum is implemented and can be separated from one another for closer scrutiny only in a limited and artificial manner.

Self awareness activities help the child see himself/herself as unique from others. Discussions which help pupils explore feelings may be used. Dramatic activities such as role playing and puppetry can provide opportunities for self-discovery. Children's literature may be useful, too. Expressive activities such as writing, art, movement, and the like provide needed outlets for self-expression. Positive feelings of self accrue as children are engaged productively in a variety of activities which provide enough of a challenge to be stimulating but not overwhelming. A backlog of successful experiences will enable students to deal with failure realistically and to use failure experiences as stepping stones to personal growth.

The quality and quantity of the teacher's interactions with students also play a role in self concept. The teacher who treats each child with respect and shows with actions that he/she truly values the uniqueness of each, will go a long way in helping pupils develop positive self-concepts.

The second component, building a prideful identity, is intertwined with self-concept. Whereas the latter helps the child see himself/herself as a worthy individual, prideful identity will enable the child to perceive himself as a member of a worthy group. Prideful identity involves helping the child identify with his heritage and build positive feelings for that heritage. It is here, perhaps, that ethnic studies should be mentioned.

It is important to note that the multicultural curriculum should not be equated with ethnic studies. The two are not the same, and perhaps some clarification is in order as confusion seems to exist in the minds of some concerning the relationship of the two. Whereas ethnic studies focus upon one or more ethnic/racial groups and provide an in-depth study of the group(s) involved, multicultural education purports to provide relevant cross-cultural experiences for all pupils. Thus, multicultural education is broader in scope and purpose than ethnic studies. However, if the building of prideful identity is a valid component of the multicultural curriculum, of necessity this curriculum must draw from the content of ethnic studies to build pride in heritage.

Perhaps an example will make this more lucid. If a Native American child, let's say a Navajo, is to become a fully functioning person, he needs to feel good not only about himself, but also about the group of which he is a member. He must come to feel that it is "good" to be a Navajo. This is accomplished in various ways.

First of all, he must feel that others in his environment feel that Navajos are worthy people. In the school setting, this would mean that the actions of teachers and others in positions of authority would indicate that they have positive feelings toward Navajos. In addition, the child would need to expand his knowledge of the history and culture of his people. Appreciation and valuing of one's culture and heritage rest upon a sound knowledge base. Thus, for the Navajo child, a culturally relevant curriculum would include such topics as Navajo history, legends, religion, medicine, language, and other aspects of culture appropriate for the age and experience of the child. In addition, the physical environment of the classroom—indeed the school—should reflect his culture. From the content and processes of a curriculum designed to reflect the child's culture should come the appreciation and valuing of heritage so important for building a prideful identity.

As the first component, self-concept, seems to flow naturally into the second, prideful identity, so the second appears to flow naturally into the third, valuing of others. It has been postulated that before an individual can accept, appreciate and value others, first he must accept, appreciate and value himself--both as an individual and as a member of a group. The multicultural curriculum would be incomplete without attention to interpersonal relations. Given the culturally pluralistic nature of society, and the reality that students will be living among and working with diverse peoples, valuing of others regardless of the differences in culture, life styles, value sets and so on will be essential for full and successful participation in tomorrow's world (not to mention today's).

To reach the level of valuing others, various elements are involved. First the child will need to develop sensitivity to the differences in others. He/she will need to gain knowledge of human diversity relating both to heredity and environment, to acquire understanding of cultural differences and begin to make nonjudgmental cross-cultural comparisons. In addition, if the purposes of the multicultural curriculum are to be served, the child will need to learn about the contributions which the many subcultural groups comprising American society have made and are continuing to make to that society in order to move that child toward appreciating and, finally, valuing others. Although the terms appreciating and valuing may be considered synonyms, the latter term seems to be stronger, perhaps involving a greater intensity of feelings, hence the distinction made in this paper.

The first three components of multicultural curriculum are woefully incomplete without the last, the skills component. As this component is quite complex, perhaps for clarity an explanation of what is meant by "skills" as used in this paper is in order. Various categories of skills may be considered. One category may include academic skills such as communication and mathematical skills. These skills are essential for success in school and consequently may determine to a great measure the range of career alternatives open to the individual upon completion of formal schooling. Equally important are skills in the social domain which are important for success in interpersonal relations. Society demands successful relations between its members. Full participation in society is built upon the individual's ability to get along with others in a variety of contexts. Certainly other categories of skills are important, too. Various psychomotor skills are given attention at each level of education. Skills in areas such as music, art, drama, movement, and the like should not be neglected either.

Skills development does indeed relate to the first three components and simply cannot be left out of any viable curriculum for today's student. As pupils proceed through the grades, increasingly greater demands are placed upon them in terms of acquisition and use of a wide range of skills. The pupil who has not mastered basic reading skills simply will be unable to utilize most of the training materials written for his grade level. Until that student is helped to fill these learning gaps, he/she will be greatly limited in the ability to work independently, use reference materials, and complete assigned tasks successfully. Opportunity to build a sense of competence will be restricted indeed.

It is to be expected that no student will exhibit the same degree of proficiency in all skill areas. But strengths can help the pupil overcome weaknesses without damage to the self concept. Nevertheless, success in school by and large is dependent upon acquisition of a hierarchy of skills within certain time constraints. Greatest pressures are faced by pupils in the area of communication skills. When skills development lags or is thwarted, the student is placed at an extreme disadvantage in the school setting. As feelings of anxiety, frustration and hopelessness build, the integrity of the self is threatened. As a result, students frequently elect to drop out of school rather than face feelings of failure and defeat daily at school. Thus, it cannot be stressed too much that a multicultural curriculum must provide for equipping students with the skills upon which success in school is built.

The teacher is the key to the successful implementation of any curriculum. If the multicultural curriculum is to provide a viable alternative in the form of a more effective means of educating pupils, the teacher must have understanding of and commitment to multicultural education. The teacher must have a sincere interest in each child and respect for his uniqueness. He/she must understand and value the heritage of every child in order to help each pupil build positive feelings toward self and his/her culture. Diagnostic-prescriptive teaching which leads to individualization of instruction is a must if pupils are to acquire important skills and to apply these skills successfully in a variety of experiences both in and out of school. The teacher's skill in interpersonal relations is an important factor, too. If he/she is to facilitate the social growth of students, the teacher must be well-acquainted with group dynamics and be able to develop a warm, nurturing emotional climate in the classroom. Finally, the success of the multicultural curriculum is highly contingent upon the teacher's sensitivity to capitalizing upon as many opportunities as possible to provide culturally relevant experiences for all pupils in an environment which reflects the diversity which they bring from home. Certainly the successful implementation of the multicultural curriculum will offer a challenge for all teachers.

In summary, the four basic components of a multicultural curriculum are (1) self concept, (2) prideful identity, (3) valuing of others, and (4) skills development. Each contributes uniquely to building a curriculum relevant for all pupils. It should be emphasized again that multicultural education is not just another program for the "disadvantaged." It is not solely for America's ethnic and racial minorities. Multicultural education offers an alternative which reflects the pluralistic nature of society and promotes cultural pluralism. Certainly it's high time for American education to react responsively and realistically to the nature and needs of the society it serves.

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EXERCISE #5

MEASURE OF INTERCULTURAL KNOWLEDGE

I.D. Number ______________________ Sex _____________ C/E ______

Grade level ______________________ Race ____________________

Directions: Read each item to yourself as the teacher reads it aloud.

Circle the letter which BEST answers or completes each item.

Example: January is . . . .

a) a summer month

b) a fall month

[✓ c)] a winter month

d) all of the above

e) none of the above

……

1. All the people in the United States ...

   a) speak the same language

   b) have the same culture

   c) eat the same foods

   d) all of the above

   e) none of the above

2. An ethnic group is made up of people who ...

   a) live in the same neighborhood.

   b) share a common culture

   c) belong to the same club

   d) all of the above

   e) none of the above

3. Cultural pluralism means...

   a) all the cultures joining to become one culture

b) many different cultures existing side by side

c) all the customs and traditions of one culture

d) none of the above

4. If a person speaks both Spanish and English he or she is ...

a) binational

b) bilingual

c) bipartisan

d) none of the above

5. "Chicano" is another word for...

a) Puerto Rican

b) Chica

c) Mexican-American

d) none of the above

6. Puerto Rico is ...

a) in the Caribbean

b) an island

c) a United States commonwealth

d) all of the above

e) none of the above

7. Many people in the United States speak...

a) French

b) Chinese

c) Italian

d) all of the above

e) none of the above

8. Cultural diversity means the same as ...

   a) cultural deprivation

   b) cultural pluralism

   c) cultural poverty

   d) all of the above

   e) none of the above

9. Indians who are depicted always wearing feathers and war paint and saying "ugh!" are...

   a) warriors

   b) typical Indians

   c) stereotypes

   d) all of the above

   3) none of the above

10. When a family moves to the United States from another country to seek a better job and a better life, they are...

   a) illegal aliens

   b) migrant workers

   c) immigrants

   d) all of the above

   e) none of the above

11. An example of forced immigration was...

   a) African slavery

   b) Indians being moved to reservations

   c) crossing the Mexican border into Texas

   d) all of the above

   e) none of the above

12. Blacks, Hispanics, and Native Americans are examples of ...

    a) poor people

    b) prejudice

    c) minorities

    d) all of the above

    e) none of the above

13. All the following are Hispanics except ...

    a) Cubans

    b) Dominicans

    c) Jamaicans

    d) all of the above

    e) none of the above

14. "I Have a Dream" is the theme of a speech by ...

    a) John F. Kennedy

    b) Martin Luther King, Jr

    c) Abe Lincoln

    d) none of the above

15. The first Americans were...

    a) Pilgrims

    b) Indians

    c) Puritans

    d) none of the above

16. Many European immigrants came to America from...

    a) Ireland

    b) Italy

    c) Germany

d) all of the above

e) none of the above

17. Spanish is the official language of...

    a) the Dominican Republic

    b) Jamaica

    c) Haiti

    d) all of the above

    e) none of the above

18. Thanksgiving Day for Native Americans is traditionally a day to ...

    a) honor Christopher Columbus

    b) plant corn

    c) of sadness

    d) none of the above

19. Cumbia is...

    a) a tropical fruit

    b) a dance

    c) a city in South America

    d) none of the above

20. George Washington Carver was a . . .

    a) President of the United States

    b) Black scientist

    c) Civil War general

    d) none of the above

21. The Melting Pot and the Salad Bowl refer to . . .

a) two types of cooking utensils

b) the way Americans prepare their meals

c) the names of two plays on Broadway

d) none of the above

22. "Mestizo" means . . .

a) a person who is of more than one race

b) a person of only one race

c) a person of the Negroid race

d) none of the above

23. Harriet Tubman is known for her work with . . .

a) literature

b) Black Muslims

c) the Underground Railroad

d) none of the above

24. Maria Tallchief, a Native American, is famous for her work in . . .

a) politics

b) ballet

c) sports

d) none of the above

25. Cuba, Puerto Rico, and the Dominican Republic are all ...

a) South American countries

b) Pacific Islands

c) Caribbean Islands

d) none of the above

26. Five hundred years ago, Native Americans all . . .

    a) spoke the same Indian language

    b) had the same religion

    c) lived in teepees

    d) all of the above

    e) none of the above

27. Nancy Lopez is a famous Mexican-American . . .

    a) singer

    b) tennis star

    c) golfer

    d) none of the above

28. Language and foods are part of a people's . . .

    a) way of life

    b) culture

    c) ethnic background

    d) all of the above

    e) none of the above

29. N. Scott Momaday is a famous . . .

    a) Native American singer

    b) Irish poet

    c) Native American author

    d) none of the above

30. The Ku Klux Klan is . . .

a) friendly towards Blacks

b) believes in integration

c) nonviolent

d) none of the above

31. In a multicultural classroom students learn . . .

a) Black history

b) about Native American Indians

c) to appreciate each other's culture

d) all of the above

e) none of the above

32. Cesar Chávez is . . .

a) the President of Mexico

b) the founder of the United Farmworkers Union

c) a U.S. Senator

d) none of the above

33. Phyllis Wheatly, Paul L. Dunbar, and Langston Hughes are all . . .

a) Black poets

b) Native American authors

c) European sports stars

d) none of the above

34. Nat Turner was . . .

a) a Black explorer who traveled with Columbus

b) the leader of slave revolts

c) the founder of the Black Panther Party

d) none of the above

35. A famous Puerto Rican baseball player was . . .
    - a) Herman Badillo
    - b) Ricardo Montenegro
    - c) Roberto Clemente
    - d) all of the above
    - e) none of the above

36. De Colores is . . .
    - a) a Spanish nursery rhyme
    - b) a Mexican folk song
    - c) a coloring book
    - d) none of the above

37. The Montgomery Alabama Bus Boycott of 1955-56 is associated with . . .
    - a) Dr. Martin Luther King, Jr.
    - b) the Civil Rights movement
    - c) bus desegregation
    - d) all of the above
    - e) none of the above

38. A great Native American sports figure was . . .
    - a) Jim Thorpe
    - b) Jay Silverheels
    - c) Peter Bluecloud
    - d) none of the above

39. Crispus Attucks took part in . . .

    a) the attack on Pearl Harbor

    b) World War I

    c) the Revolutionary War against England

    d) none of the above

40. Wayne Newton is a well-known singer of . . .

    a) Native American descent

    b) African descent

    c) Jewish descent

    d) none of the above

EJERCICIO #5

EXAMEN DE PROFICIENCIA INTERCULTURAL

Número de identificación ____________________ Sexo ________ C/E _______

Nivel de grado ____________________ Raza ____________________

Direcciones: Lea cada pregunta a sí mismo mientras la maestra/el maestro la lee en voz alta. Haga un círculo alrededor de la letra que mejor completa o contesta cada pregunta.

Ejemplo: Enero es . . .

a) un mes de verano
b) un mes de otoño
[✓ c)] un mes de invierno
d) todos son correctos
e) ninguno es correcto

……

1. Toda la gente de los Estados Unidos . . .

a) habla el mismo idioma
b) tiene la misma cultura
c) come la misma comida
d) todos son correctos
e) ninguno es correcto

2. Un grupo étnico está compuesto de personas que . . .

a) viven en el mismo barrio
b) comparten una cultura común
c) son miembros del mismo club
d) todos son correctos
e) ninguno es correcto

3. El pluralismo cultural significa . . .
   - a) que todas las culturas se juntan para llegar a ser una sola
   - b) la coexistencia de varias culturas
   - c) todas las costumbres y tradiciones de una sola cultura
   - d) todos son correctos
   - e) ninguno es correcto

4. Si una persona habla español e inglés se dice que es . . .
   - a) binacional
   - b) bilingüe
   - c) bipartisano
   - d) ninguno es correcto

5. "Chicano" significa . . .
   - a) puertorriqueño
   - b) chica
   - c) méxicoamericano
   - d) ninguno es correcto

6. Puerto Rico está (es) . . .
   - a) en el Caribe
   - b) una isla
   - c) una mancomunidad (commonwealth) de los EE.UU.
   - d) todos con correctos
   - e) ninguno es correcto

7. Muchas personas en los EE.UU. hablan . . .
   - a) francés
   - b) chino
   - c) italiano

7. d) todos son correctos

   e) ninguno es correcto

8. La diversidad cultural significa lo mismo que . . .

   a) la deprivación cultural

   b) el pluralismo cultural

   c) la pobreza cultural

   d) todos son correctos

   e) ninguno es correcto

9. Cuando muestran a los indios siempre con plumas, pintura de guerra, y diciendo "Ugh!" se dice que es un . . .

   a) guerrero

   b) indio típico

   c) estereotipo

   d) todos son correctos

   e) ninguno es correcto

10. Cuando una familia se muda permanentemente a los EE.UU. de otro país en busca de un trabajo mejor y una vida mejor, son . . .

    a) extranjeros ilegales

    b) trabajadores migrantes

    c) inmigrantes

    d) todos son correctos

    e) ninguno es correcto

11. Un ejemplo de la inmigración forzada fue . . .

    a) la esclavitud africana

    b) la mudanza de los indios a las reservaciones

    c) la cruce de la frontera de México a Texas

d) todos son correctos

e) ninguno es correcto

12. Los negros, hispanos y americanos nativos son ejemplos de . . .

a) gente pobre

b) prejuicio

c) minorías

d) todos son correctos

e) ninguno es correcto

13. Todos los siguientes grupos son hispanos con excepción de . . .

a) los cubanos

b) los dominicanos

c) los jamaicanos

d) todos son correctos

e) ninguno es correcto

14. "Yo Tengo un Sueño" es el tema de un discurso por . . .

a) John F. Kennedy

b) Martín Lutero King, Jr.

c) Abe Lincoln

d) ninguno es correcto

15. Los primeros americanos fueron los . . .

a) peregrinos

b) indios

c) puritanos

d) ninguno es correcto

16. Muchos inmigrantes europeos llegaron a América de . . .

    a) Irlanda

    b) Italia

    c) Alemania

    d) todos son correctos

    e) ninguno es correcto

17. El español es la lengua oficial de . . .

    a) la República Dominicana

    b) Jamaica

    c) Haití

    d) todos son correctos

    e) ninguno es correcto

18. "El día de las gracias" para los indios americanos es tradicionalmente un día . . .

    a) para honorar a Cristóbal Colón

    b) para sembrar maíz

    c) de tristeza

    d) ninguno es correcto

19. La cumbia es . . .

    a) una fruta tropical

    b) un baile

    c) una ciudad en la América de Sur

    d) ninguno es correcto

20. George Washington Carver fue . . .

    a) presidente de los EE.UU

    b) un científico negro

20. c) un general de la guerra civil

    d) ninguno es correcto

21. "El crisol" y "el tazón de ensalada" se refieren a . . .

    a) dos tipos de utensilios de cocina

    b) la manera en que los americanos preparan su comida

    c) los títulos de dos presentaciones teatrales de Broadway

    d) ninguno es correcto

22. "Mestizo" quiere decir . . .

    a) una persona que lleva sangre de dos razas

    b) una persona de una sola raza

    c) una persona de la raza negra

    d) ninguno es correcto

23. A Harriet Tubman se la conoce por su trabajo . . .

    a) literario

    b) con los musulmanes negros

    c) con el "ferrocarril subterráneo"

    d) ninguno es correcto

24. María Tallchief, una india americana, es famosa por su trabajo en . . .

    a) la política

    b) ballet

    c) los deportes

    d) ninguno es correcto

25. Cuba, Puerto Rico, y la República Dominicana son todos . . .

    a) países sudamericanos

    b) islas en el Océano Pacífico

25. c) islas del Caribe

d) ninguno es correcto

26. Hace 500 años, todos los indios americanos . . .

a) hablaban el mismo idioma

b) tenían la misma religión

c) vivían en tiendas

d) todos son correctos

e) ninguno es correcto

27. Nancy López es una mexico-americana famosa por . . .

a) sus canciones

b) el tenis

c) el golf

d) ninguno es correcto

28. El idioma y la comida forman parte de . . .

a) el modo de vivir de una gente

b) la cultura de una gente

c) la etnicidad de una gente

d) todos son correctos

e) ninguno es correcto

29. M. Scott Momday es un famoso . . .

a) cantante indio

b) poeta irlandés

c) autor indio

d) ninguno es correcto

30. El "Ku Klux Klan" . . .

a) es amigo de los negros

b) cree en la integración racial

c) no provoca la violencia

d) todos son correctos

e) ninguno es correcto

31. En un salón multicultural los estudiantes aprenden . . .

a) la historia de los negros

b) sobre los indios americanos

c) a apreciar las culturas ajenas

d) todos son correctos

e) ninguno es correcto

32. Cesar Chávez es . . .

a) el presidente de México

b) el fundador de la Unión de Trabajadores Agrícolas Unidos

c) un senador americano

d) ninguno es correcto

33. Phyllis Wheatley, Paul L Dunbar, y Langston Hughes son todos . . .

a) poetas negros

b) autores indios

c) deportistas europeos

d) ninguno es correcto

34. Nat Turner fue . . .

a) un explorador negro que viajaba con Colón

b) un revolucionario esclavo

c) el fundador del Partido de las Panteras Negras

d) ninguno es correcto

35. Un beisbolista puertorriqueño famoso fue: . . .

a) Hernán Badillo

b) Ricardo Montenegro

c) Roberto Clemente

d) todos son correctos

e) ninguno es correcto

36. De Colores es . . .

a) una canción infantil española

b) una canción folklórica

c) una libro que coloreas con crayolas

d) ninguno es correcto

37. Se asocia el Boicot de Buses de Montgomery, Alabama de 1955-56 con . . .

a) Dr. Martin Luther King, Jr.

b) el Movimiento de Derechos Civiles

c) la desegregación de los autobuses

d) todos son correctos

e) ninguno es correcto

38. Una gran figura deportista, indio americano, fue . . .

a) Jim Thorpe

b) Jay Silverheels

c) Peter Bluecloud

d) ninguno es correcto

39. Crespus Attucks tomó parte en . . .

    a) el ataque contra Pearl Harbor

    b) la Primera Guerra Mundial

    c) la Guerra Revolucionaria contra Inglaterra

    d) ninguno es correcto

40. Wayne Newton es un cantante famoso de descendencia . . .

    a) india

    b) africana

    c) judía

    d) ninguno es correcto

Answer Key/Clave

1. e
2. b
3. b
4. b
5. c
6. d
7. d
8. b
9. c
10. c
11. a
12. c
13. c
14. b
15. b
16. d
17. a
18. c
19. b
20. b
21. d
22. a
23. c
24. b
25. c
26. e
27. c
28. d
29. c
30. d
31. d
32. b
33. a
34. b
35. c
36. b
37. d
38. a
39. c
40. a

Bilingual/Multicultural Quiz (English Version)

Write T if the statement is True.
Write F if the Statement is False.

1. All the people in the United States have the same culture, speak the same language and eat the same food. ___________
2. An ethnic group is made up of people who share a common culture. ______
3. Cultural pluralism means many different cultures existing side by side. ___________
4. If a person speaks both Spanish and English he or she is binational. ___________
5. Chicano is another word for Puerto Rican. ___________
6. Puerto Rico is in the Caribbean; it is an island and a U.S. commonwealth _____
7. Many people in the U.S. speak French, Chinese, and Italian. _____________
8. Cultural diversity means the same as cultural pluralism. ___________
9. Indians who are shown always wearing feathers and war paint are warriors. ___________
10. When a family moves to America from another country they are immigrants. ___________
11. An example of forced immigration was African slavery. ___________
12. Blacks, Hispanics and Native Americans are examples of minorities. _______
13. Jamaicans are Hispanics. ___________
14. "I Have a Dream" is the theme of a speech by John F. Kennedy. _________
15. The first Americans were Pilgrims. ___________
16. Many European immigrants came to America from Ireland, Germany and Italy. ___________
17. Spanish is the official language of the Dominican Republic. _____
18. Thanksgiving Day for Native Americans is a day of sadness. ________
19. Cumbia is a fruit. ___________
20. George Washington Carver was a Civil War hero. ___________
21. The Melting Pot and the Salad Bowl are cooking utensils. ___________

22. Mestizo means a person who is of more than one race. ____________

23. Harriet Tubman is known for her work with the Black Muslims. ______

24. Maria Tallchief is a famous ballerina. ____________

25. Cuba, Puerto Rico and the Dominican Republic are all Caribbean Islands. ____________

26. Five hundred years ago Native Americans all spoke the same language, had the same religion and lived in teepees. _______________

27. Nancy López is a Chicana golfer. ____________

28. Language and food are part of a people's ethnic background, way of life and culture. ____________

29. N. Scott Momaday is a famous author. ____________

30. The Ku Klux Klan is nonviolent, friendly towards Blacks and believes in integration. ____________

31. In a multicultural classroom students learn black history, about Native Americans and to appreciate each other's culture. ____________

32. César Chávez is a U. S. Senator. ____________________

33. Phyllis Wheatley, Paul L. Dunbar, and Langston Hughes are poets. ______

34. Nat Turner was an explorer. ____________

35. A famous Puerto Rican baseball player was Roberto Clemente. ______

36. De Colores is a Spanish nursery rhyme. ____________

37. The Montgomery Alabama Bus Boycott is associated with Martin Luther King, Civil Rights and bus desegregation. ____________

38. Jim Thorpe was a great sports figure. ____________

39. Crispus Attucks took part in the Revolutionary War against England.

____

40. Wayne Newton is of Native American descent. ____________

Examen Bilingüe/Multicultural

Version Española

Escriba "T" si es Verdad.
Escriba "F" si es Falso.

1. Toda la gente en los Estados Unidos tiene la misma cultura, habla el mismo idioma, y come la misma comida ________.
2. Un grupo étnico se compone de gente que comparte una cultura común. ________.
3. El pluralismo cultural se refiere a la coexistencia de muchas culturas. ________.
4. Si una persona habla español e inglés se dice que es "binacional." ________.
5. Chicano significa puertorriqueño________.
6. Puerto Rico está en el Caribe, es una isla, y es una mancomunidad. ________.
7. Muchas personas en los EE. UU. hablan francés, chino, e italiano. ________.
8. La diversidad cultural quiere decir lo mismo que el pluralismo cultural. ________.
9. Los indios que siempre están dibujados con pintura de guerra y plumas son guerreros. ________.
10. Cuando una familia llega a América de otro país son inmigrantes.________.
11. Un ejemplo de la inmigración forzada fue la esclavitud africana.________.
12. Los negros, los hispanos, y los indios son ejemplos de grupos minoritarios. ________.
13. Los jamaicanos son hispanos.
14. "Yo Tengo un Sueño" es el tema de un discurso por John F. Kennedy. ________.
15. Los primeros americanos fueron los peregrinos. ________.
16. Muchos de los inmigrantes europeos llegaron de Irlanda, Alemania, e Italia. ________.
17. El español es la lengua oficial de la República Dominicana. ________
18. El Día de Gracias es un día de tristeza para los indios Americanos.

19. La cumbia es una fruta. ________

20. George Washington Carver fue un héroe de la Guerra Civil.________

21. "El Crisol" y "El Tazón de Ensalada" son utensilios para cocinar.

____

22. Mestizo se refiere a una persona que es de más de una raza. ________

23. Harriet Tubman es conocida por su trabajo con los Musulmanes Negros ________

24. María Tallchief es una bailarina famosa. ________

25. Cuba, Puerto Rico, y la República Dominicana son islas del Caribe.______

26. Hace 500 años los indios americanos hablaban el mismo idioma tenían la misma religión, y vivían en tiendas. ________

27. Nancy López es una estrella de golf "chicana." ________

28. El idioma y la comida forman parte de la herencia cultural y modo de vivir de una gente. ________

29. N. Scott Momaday es un autor famoso. ________

30. El Ku Klux Klan no es violento, es amistoso hacia los negros, y cree en la integración. ________

31. En un salón multicultural los alumnos aprenden algo de la historia de los negros, de los indios americanos, y aprenden a apreciar las culturas ajenas. ________

32. César Chávez es un senador americano. ________

33. Phyllis Wheatley, Paul L. Dunbar, y Langston Hughes son poetas. ______

34. Nat Turner fue explorador. ________

35. Un beísbolista puertorriqueño famoso fue Roberto Clemente. ____________

36. De Colores es un poema infantil español ________

37. El Boicot de los autobuses de Montgomery, Alabama se asocia con Martin Luther King, los derechos civiles, y la desegregación de los buses. ________

38. Jim Thorpe fue un gran deportista. ________

39. Crispus Attucks luchó en la Guerra Revolucionaria contra Inglaterra.

____

40. Wayne Newton es de descendencia india. ____________________

VOCABULARY QUIZ

Place the letter of the definition of each word on the line next to the word.

1. Ethnic group _______
2. Cultural Pluralism _________
3. Bilingual _______
4. Chicano _______
5. Stereotype _______
6. Immigrant _______
7. Minorities _______
8. Melting Pot & Salad Bowl _______
9. Mestizo _______
10. Culture _______
11. Multicultural _______
12. Hispanic _______

A. Many different cultures existing side by side in peace.

B. A person who speaks two languages.

C. Blacks, Hispanics and Native Americans, for example.

D. Means the same as multiethnic and culturally pluralistic.

E. A person who came to America to seek a better life for his family.

F. A person who is of more than one race.

G. People who share a common culture.

H. Another name for Mexican-American.

I. Believing that all people of a certain race, age, or culture think, act, and look the same.

J. Words that describe the way in which Americans have blended to form a new culture out of different ones.

K. The same ways of life of a people which developed from their habits and environment.

L. Persons from a Spanish-speaking cultural heritage.

EXAMEN DE VOCABULARIO

Coloca la letra de la definición de cada palabra en la línea al lado de la palabra.

1. grupo étnico ______
2. pluralismo cultural ______
3. bilingüe ______
4. chicano ______
5. estereotipo ______
6. inmigrante ______
7. minorías ______
8. El crisol y el tazón de ensalada ______
9. mestizo ______
10. cultura ______
11. multicultural ______
12. hispano ______

A. Muchas culturas coexistiendo en paz.

B. Una persona que habla dos idiomas

C. Por ejemplo, los negros, los hispanos y los indios.

D. Quiere decir lo mismo que multiétnico y culturalmente pluralista.

E. Uno que llegó a los EE.UU. en busca de una vida mejor.

F. Uno que lleva sangre de más de una raza.

G. Una gente que comparte una cultura común.

H. Otro nombre para méxico-americano

I. La creencia equivocada de que toda la gente de cierta raza, edad, o cultura piensa, se comporta, y se parece igual a los otros.

J. Palabras que describen cómo los americanos se han mezclado para formar una cultura nueva de culturas diferentes.

K. Los modos de vivir de una gente que se desarrollaron de su ambiente y local.

L. Una persona de descendencia de una cultura de habla española.

NOTES

UNIT II

UNIT II

RATIONALE

Knowledge of subject area alone does not ensure the ability of the teacher to share his or her expertise with pupils. Successful teaching includes the ability to motivate, organize, and present content by effectively utilizing available resources in meaningful ways in order to meet individual student's needs. This Unit provides examples and suggestions of innovative methods and strategies designed to enhance and expand the bilingual teacher's repertoire of technical approaches to classroom teaching.

UNIT II OBJECTIVES

Upon completion of this unit you will be able to:

1. Demonstrate proficiency in employing Spanish and English social studies terminology.
2. Develop a Bilingual Study Guide to facilitate concept and vocabulary development in social studies for Spanish-speaking pupils.
3. Develop a Differentiated Lesson Plan in accordance with individual learning styles and abilities.
4. Develop a plan for a social studies learning center based on one or a combination of the following innovative approaches:
    a) culturally relevant music
    b) newspaper activities
    c) cultural crafts

INSTRUCTIONS

1. Study enclosure #1, "Bilingual Social Studies Glossary." Do exercise #1, Social Studies Crossword Puzzle.

2. Read "The Bilingual Study Guide." Choose a chapter or unit from a social studies text at any grade level. Develop a bilingual study guide following or adapting the suggested model.

3. Read "The Differentiated Lesson Plan." Develop an original plan for a bilingual social studies class on any level following or adapting the suggested model. Justify how your differentiated lesson plan will meet the individual learning styles and abilities of your hypothetical or actual student.

4. Read "Innovative Learning Centers for the Social Studies." Develop a plan for a learning center using one of the following approaches:

   a) culturally relevant music

   b) newspaper activities

   c) cultural crafts

5. Develop or specify the actual materials you would use in the learning center. Indicate grade level, the purpose of the learning center (preview, review, or enrichment), the goals and objectives. Develop a management system for student use.

MATERIALS

Enclosure #1, Bilingual Social Studies Glossary

Exercise #1, Crossword Puzzle

Reading #1, The Bilingual Study Guide

Reading #2, The Differentiated Lesson Plan

Reading #3, Innovative Learning Centers for the Social Studies

ENCLOSURE 1

GLOSARIO BILINGÜE PARA ESTUDIOS SOCIALES	BILINGUAL SOCIAL STUDIES GLOSSARY
Disciplinas incluidas en los estudios sociales	Social Studies Disciplines
antropología	anthropology
ciencia política	political science
economía	economics
filosofía	philosophy
geografía	geography
historia	history
psicología	psychology
sociología	sociology
Términos sociológicos	Sociological Terms
aculturación	acculturation
asimilación	assimilation
cultura	culture
desegregación	desegregation
discriminación	discrimination
estereotipo	stereotype
etnocentrismo	ethnocentrism
grupo étnico	ethnic group
grupo étnico minoritario	minority ethnic group
herencia cultural	cultural heritage
inmigración	immigration
multicultural	multicultural
pluralismo cultural	cultural pluralism
prejuicio	prejudice
protesta social	social protest

Términos sociológicos (Con'd.)	Sociological Terms (Con'd.)
raza	race
racismo	racism
segregación	segregation
Grupos étnicos	Ethnic Groups
antillano	West Indian
asiático	asian/oriental
anglo	white/Euro-American/English-speaking
blanco	white
boricua	Puerto Rican
chicano	Chicano/Mexican American
chino	Chinese
cubano	Cuban
dominicano	Dominican
euroamericano	Euro-American
filipino	Philipino
haitiano	Haitian
hispano	Hispanic
indio americano	American Indian
jamaicano	Jamaican
japonés	Japanese
judío	Jewish
koreano	Korean
latino	Latin American/Latin
mejicano	Mexican
méjicoamericano	Mexican American
negro	Black

Grupos étnicos (Con'd.)	Ethnic Groups (Con'd.)
puertorriqueño	Puerto Rican
quisqueyano	Dominican
vietnamés	Vietnamese

Geografía	Geography
Ciudadanos de países de habla española	Citizens of Spanish-speaking countries
argentino	Argentine
boliviano	Bolivian
chileno	Chilean
colombiano	Colombian
costarricense	Costa Rican
cubano	Cuban
dominicano (quisqueyano)	Dominican
ecuatoriano	Ecuadorian
español	Spanish
guatemalteco	Guatemalan
isleño canario	Canary Islander
isleño balearico	Balearic Islander
mejicano	Mexican
nicaragüense	Nicaraguan
panameño	Panamanian
paragüayo	Paraguayan
peruano	Peruvian
puertorriqueño (boricua)	Puerto Rican
salvadoreño	Salvadoran
uruguayo	Uruguayan
venezolano	Venezuelan

isla	island
río	river
mar	sea
océano	ocean
puntos cardinales	compass points
norte	north
este	east
sur	south
oeste	west
noreste/nordeste	northeast
noroeste	northwest
sudoeste	southwest
sudeste	southeast
oriente	east
occidente	west
hemisferio norte	Northern hemisphere
hemisferio sur	Southern hemisphere
zona polar	polar region
zona templada	temperate zone
Trópico de Capricornio	Tropic of Capricorn
Trópico de Cáncer	Tropic of Cancer
atlas	atlas
brújula	compass
ecuador	the Equator
frontera	border/boundary
escala	scale
grado	degree
latitud	latitude

longitud	longitude
minuto	minute
puerto	port
continente	continent
América del Sur/Sudamérica	South America
América del Norte/Norteamérica	North America
Antártica	Antarctic
Africa	Africa
Asia	Asia
Australia	Australia
Europa	Europe

Ciencia política	Political Science
Días Festivos	Holidays
Navidad	Christmas
Pascua Florida	Easter
Víspera de Todos los Santos	Halloween
Día de los Enamorados	Valentine's Day
Día de Acción de Gracias	Thanksgiving
Pascua de los Hebreos	Passover
Día de los Reyes Magos	Day of the Three Wise Men
Cinco de Mayo	May Fifth
Día de la Raza	Columbus Day
Día del Trabajador	Labor Day
Año Nuevo	New Year's Day
Día de la Independencia	Independence Day

El gobierno	Government
Departamento ejecutivo	Executive Branch
Departamento administrativo	Administrative Branch
Departamento legislativo	Legislative Branch
Departamento judicial	Judicial Branch
Agencia Central de Inteligencia	Central Intelligence Agency
Alcalde	Mayor
Cabildero	Lobbyist
Cámara de representantes	House of Representatives
Capitolio	Capitol
Casa de Moneda	Mint
Condado	County
Congresista	Congressperson
Consejo	Council
Corte Suprema	Supreme Court
Declaración de derechos	Bill of Rights
Diputado	Deputy
Director General de Correos	Postmaster General
Embajada	Embassy
Enmienda	Amendment
Gabinete	Cabinet
Gobernador	Governor
Impuestos	Taxes
Juez	Judge
Jurado	Jury
Mariscal	Marshal
Ministerio de Hacienda	Treasury Department

EXERCISE #1

EJERCICIO #1

SOCIAL STUDIES CROSSWORD PUZZLE

CRUCIGRAMA DE LOS ESTUDIOS SOCIALES

HORIZONTAL

1. la ciencia de la sociedad

4. la ciencia de las ideas y teorías

6. el que dirije en la corte

8. el habitante de un país

10. oeste

12. la clave de distancias en un mapa

13. hispano

14. un continente oriental

15. un país sudamericano

16. una junta del gobierno

18. un ciudadano de la Argentina

20. la mudanza de un país a otro

24. un oficial de una ciudad

25. una línea imaginaria que separa los hemisferios norte y sur

26. el mar

29. etnocentrismo

32. un habitante de una isla del Caribe

34. latino

38. costumbres, idioma, religión, manera de vivir de una gente

39. un cuerpo de agua

40. méjicoamericano

43. una idea preconcebida de una cultura

44. las líneas horizontales en un mapa

45. el Caribe, por ejemplo

46. un aparato que indica los puntos cardinales

47. lo opuesto del norte

49. los americanos blancos de habla inglesa

50. lo opuesto del sur

51. la zona donde se ubica los EE.UU. (dos palabras)

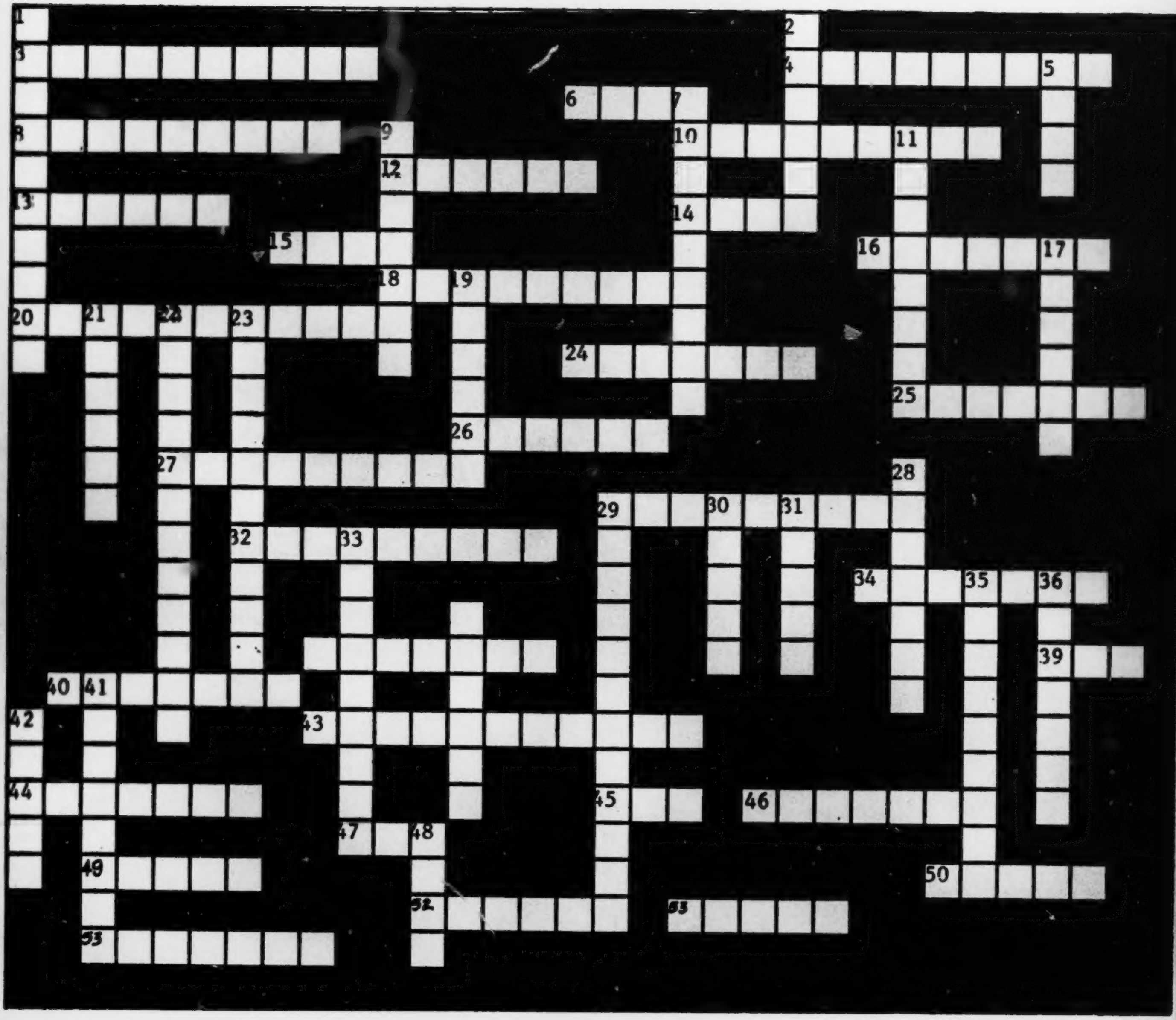
52. el este

CROSSWORD PUZZLE (Con't.)

CRUCIGRAMA

VERTICAL

1. la ciencia de la mente
2. un continente
5. Puerto Rico, por ejemplo
7. el ambiente natural de los pingüinos (dos palabras)
9. un ciudadano del Perú
11. un punto cardinal
12. doce personas que oyen la evidencia en la corte
19. una unidad de medida para localizar un sitio en un mapa
21. una medida más pequeña que el número 19 vertical
22. un ciudadano de Guatemala
23. un concepto representado por "el crisol"
28. nativo de Puerto Rico
29. la unión de varias culturas sin perder la individualidad de ninguna
30. hebreo
35. un ciudadano de Paraguay
36. un punto cardinal
37. lugar de entrada para los barcos
41. comparte la Hispaniola con la República Dominicana
42. un libro de mapas
48. se refiere a los mejicoamericanos



ANSWER KEY/CLAVE

CROSSWORD PUZZLE/CRUCIGRAMA

ACROSS/HORIZONTAL

3. sociología
4. filosofía
6. juez
8. ciudadano
10. occidente
12. escala
13. latino
14. Asia
15. Perú
16. consejo
18. argentino
20. inmigración
24. alcalde
25. ecuador
26. océano
29. prejuicio
32. antillano
34. hispano
38. cultura
39. río
40. chicano
43. esterotipo
44. latitud
45. mar
46. brújula
47. sur
49. anglo
50. norte
51. zona templada
52. oriente

DOWN/VERTICAL

1. psicología
2. Africa
5. isla
7. zona polar
9. peruano
11. noroeste
17. jurado
19. grados
21. minuto
22. guatemalteco
23. asimilación
28. boricua
29. pluralismo
30. judío
35. paraguayo
36. noroeste
37. puerto
41. haitiano
42. atlas
48. raza

THE BILINGUAL STUDY GUIDE

INTRODUCTION

The bilingual study guide is a technique which is relatively easy to employ and which will accrue many benefits for the students in the bilingual classroom. Basically, it provides the students with an organized preview of the content to be covered in the student's home language in accordance with the student's preferred style of learning. The bilingual study guide consists of several parts:

1. A short summary of the unit or topic to be studied presented in the student's home language.
2. A list of the new concepts and vocabulary terms presented in the student's home language.
3. A bilingual glossary.
4. Important concepts presented in complete sentences in both Spanish and English.
5. A short summary of the unit or topic to be studied presented in English.

The advantages of the bilingual study guide are as follows:

1. It allows the student an opportunity to assimilate new concepts in a familiar language.

2. It removes the burden of having to memorize technical vocabulary terms in the second language without prior knowledge of their meaning.

3. It provides the student with the security of knowing what the lesson or unit is about in advance.

4. It provides a preview of all the important concepts and vocabulary terms in both Spanish and English.

5. It gives the student a "head-start" in being able to read the text and other assigned readings which will follow during the days or weeks to come.

DEVELOPING A BILINGUAL STUDY GUIDE

Developing a bilingual study guide can be accomplished subsequent to two important tasks: (1) determining the student's needs, and (2) deciding on the lesson in advance.

In order to determine your student's needs with respect to the type of study guide which will be most helpful for each student, the following questions should be considered with respect to each pupil:

1. Can the student read in the home language?
2. Is the student familiar enough with "text book" Spanish to be able to understand explanations of concepts and vocabulary presented in the standard form?
3. Has the student previously studied social studies only in English?

Most likely, the answers to these questions will vary from student to student and from class to class. If such is the case, modifications to the study guide can be incorporated to match individual learning styles and abilities. Some suggestions for modifications include:

1. The use of an audio-tape to accompany the guide for students who are nonreaders. (This can be placed at the learning Center.)
2. Reliance on the student's home dialect as the vehicle for explaining new concepts and vocabulary that will be appearing often in the text or subsequent lessons.
3. Heterogeneous pairing or grouping of students to encourage peer-tutoring and a sharing of cognitive strengths.

Once pupils' needs are understood, you can proceed to concentrate on the content of the study guide. Generally, the study guide will be developed after you have designed your lesson plan or weekly unit. The student text will have already been chosen, as well as other teaching materials such as film strips, recordings, lectures, assignments, and tests. All that remains to be done is to provide the students with an organized bilingual study guide prior to the introduction of your lesson or unit. It will be most helpful if you go over the study guide with the students, making sure that concepts are understood and presented in meaningful ways and that the vocabulary terms are mastered in both languages.

CONCLUSION

Time and necessity will dictate how much class time will be required in order to master the study guide. For those students who have trouble with new concepts and vocabulary, you will probably want to provide exercises and activities following the presentation of the guide. Once the student feels confident, informed and ready, proceed with your lesson plans and the assigned readings from the texts.

Although the development of a bilingual study guide and its use on a regular basis might seem time-consuming at first, in the long run it will prove to be an efficient teaching technique which will actually save time and prevent frustration for students who are expected to master both new vocabulary and new concepts in a variety of disciplines.

ENCLOSURE 2

SAMPLE BILINGUAL STUDY GUIDE

Grade level: Junior High School or High School

Unit Topic: Consumerismo/Consumerism

Breve Resumen: Este estudio trata del movimiento consumidor que nació como resultado del libro, Unsafe at Any Speed (Peligroso a Cualquier Velocidad) por Ralph Nader, publicado en 1965. A partir de esta fecha, Ralph Nader se hizo el portavoz principal de este movimiento y el público se activó, insistiendo en más protecciones para nosotros, el público consumidor de los artículos de consumo.

Short Summary: This study deals with the consumer movement which was born as a result of Unsafe at Any Speed, a book y Ralph Nader, published in 1965. After this date, Ralph Nader became the leading spokesperson of this movement and the public became actively involved, insisting on more protections for us, the consumer public of consumer products.

Vocabulario y Conceptos:

consumidor
consumerismo
artículos de consumo
Declaración de Derechos
portavoz principal
boicot

Glosario Bilingüe:

consumidor - consumer

consumerismo - consumerism

artículos de consumo - consumer products

Declaración de Derechos - Bill of Rights

portavoz principal - leading spokesperson

boicot - boycott

Conceptos Importantes:

1. Los que apoyan el movimiento consumidor están de acuerdo de que necesitamos más información acerca de los artículos de consumo.

   Supporters of the consumer movement agree that we need more information about consumer products.

2. Informarse es la mejor protección para el consumidor.

   Knowledge is the best protection of the consumer.

3. Los pasos que toman las organizaciones de consumidores son:

   Steps that consumer organizations take are:

   a. Compartir información con el público.
      Share information with the public.

   b. Investigar los efectos y la seguridad de los productos.
      Investigate the effects and safety of products.

   c. Cooperar con los negociantes.
      Cooperate with business persons.

   d. Tomar acción directa cuando está indicada.
      Take direct action when it is necessary.

   e. Peticionar a la corte para hacer cumplir las leyes.
      Petition the courts to enforce laws.

   f. Peticionar a los congresistas para pasar nueva legislación.
      Petition congresspersons to pass new legislation.

4. Los grupos organizados de consumidores dicen que necesitamos una Declaración de Derechos semejante a la de la Constitución de los Estados Unidos.

   Organized groups of consumers say that we need a Bill of Rights similar to that of the United States.

THE DIFFERENTIATED LESSON PLAN

INTRODUCTION

The purpose of the differentiated lesson is to provide alternative learning experiences for students with differing learning styles and abilities. Although the goals and objectives of the lesson are the same for all learners, the activities and data-gathering procedures differ among students. The differentiated lesson uses the inquiry approach in which the teacher acts as a facilitator and organizer, while the students actively pursue knowledge by interacting with each other, the teacher, and the materials provided for their use.

DEVELOPING THE DIFFERENTIATED LESSON PLAN

The procedure for developing the differentiated lesson is as follows:

1. Choose your unit theme.
2. Indicate goals and objectives.
3. Decide the questions you'd like the students to be able to address upon completion of the unit.
4. Gather available resources such as texts, audio-visuals, games, activities, human resources, and printed matter.
5. Group your students according to criteria which will facilitate their success, such as:
    a. reading level
    b. dominant language
    c. learning mode (visual, auditory, kinesthetic)
    d. grouping preference (individual, pairs, small group, large group)
    e. strengths and talents (music, art, oratory, writing, interpersonal)

Try not to use the same criteria each time, nor to maintain the same groupings. Allow students to experience a cross-section of personalities without always being homogeneously grouped by ability or reading scores.

IMPLEMENTATION

Make sufficient dittos for each student to be informed of the topic, questions, available resources, and other members of his or her group. If your students are non-readers, this information can be passed on orally.

1. The class meets as a group. The questions to be answered are discussed, as well as the materials to be used, in order to answer them.
2. The groups are announced. Each group is given a specific assignment and instructed which resources pertain to them.
3. Time allotments are explained. The groups assemble in their assigned areas and begin their inquiry.
4. Upon completion of the task, the entire class reassembles (this can be a week or two later) and the questions are again discussed in light of the findings each group has made. Each group contributes to the total pool of knowledge by sharing its findings or displaying its creative work to the rest of the class.
5. The teacher provides a unifying summary either orally or in writing. This summary can serve as a test review or class record.
6. Students' accomplishments and creative efforts should be subsequently displayed on a bulletin board and later filed into each student's individual folder as a record of that student's achievements.
7. When a unit has been particulary successful it is recommended that the parents be invited to experience their children's accomplishments, thus making the differentiated lesson purposeful and goal-oriented.

CONCLUSION:

In the differentiated plan, each group is assigned to discovering the answer to one of the questions posed to the class as a whole. After completing their inquiry, each group presents its findings to the rest of the class in a class "teach-in". The group assignments are made on the basis of learning styles and reading abilities. For example, the strongest readers are assigned to groups 3 and 4 where they will be required to refer to books, encyclopedias, and texts in order to conduct their inquiry. On the other hand, students in group 5 are assigned a visual resource with questions following. This grouping aids students who need more guidance in order to fulfill the requirements of their task and less reliance on the printed page. Students in groups 1 and 2 are also nonreaders, for the most part, and respond best to kinesthetic learning activities.

There are other models of differentiated lessons. In an alternate model, all students are required to answer all the questions presented. However, instead of group assignments, each student or group of students is given a set of resources of varying difficulty and format (audio, visual, kinesthetic, print), and alloted time enough to find the answer to every question. Following the study period(s), the class reassembles and shares its findings.

There are no limits on the types of lesson plans a teacher may create to best serve his or her pupils. Much depends on the resources available, the classroom setting, the needs of the students, the time available, and the creativity of the teacher.

ENCLOSURE 3

SAMPLE DIFFERENTIATED LESSON PLAN

Unit Theme: Dominican Republic

Goal: To familiarize the students with the location, history, and culture of the Dominican Republic.

Objectives: The students will be able to:

1. Locate the Dominican Republic on a map of the Western Hemisphere.
2. Identify its flag and its emblem.
3. Tell about the discovery and conquest of the island of Hispaniola
4. Tell about the Dominican Republic's struggle for independence.
5. Describe the people, food, music, religions, and language.

Grade level: Fourth grade

Questions:

1. Where is the Dominican Republic?
2. What do the flag and emblem look like and stand for?
3. When, how, and by whom was the Dominican Republic discovered and conquered?
4. How did the Dominican Republic gain its independence?
5. What are the people and their culture like?

Preguntas:

1. ¿Dónde está localizada la República Dominicana?
2. ¿Cómo son la bandera y emblema y qué representan?
3. ¿Cuándo, cómo, y por quién fue descubierta y conquistada la República Dominicana?
4. ¿Cómo ganó su independencia la República Dominicana?
5. ¿Cómo son la gente y su cultura?

Resources:		Recursos:	
1.	maps, globes	1.	mapas, globo
2.	flag of the Dominican Republic	2.	la bandera de la República Dominicana
3.	selected library books	3.	libros seleccionados
4.	encyclopedia	4.	enciclopedia
5.	text book	5.	texto
6.	film strip	6.	filmina

Assignments:

GROUP 1: Enrique, Antonio, Betina, Tomasina, José

Resources: #1, #3

Instructions: Study the maps of the Western Hemisphere and the globe. Fill in the blank maps provided to you with the following information: Dominican Republic, Capital City, other major cities, surrounding seas, neighboring countries.

Instrucciones: Estudien los mapas del hemisferio occidental y el globo. Completen el mapa que está proveido con la siguiente información: La localización de la República Dominicana, su capital, otras ciudades importantes, mares rodeantes, países cercanos.

GROUP 2: Eduardo, Andrés, Linda, Roberto, Leandro, Alma

Resources: #2, #3

Instructions: Study the replica of the Dominican flag and emblem. Read about the meaning of its colors and emblem. Use scissors, markers, and paper to create your own copy of the flag and emblem.

Instrucciones: Estudien la reproducción de la bandera dominicana y su emblema. Lean sobre su significado. Usando las tijeras, marcadores, y papel, creen su propia copia de la bandera y su emblema.

GROUP #3: Samuel, Cristina, Carlos, Timoteo

Resources: #3, #4, #5

Instructions: Read about the discovery and conquest of the Dominican Republic using the selected library books, encyclopedia, and text book. Write a written summary. Create a diorama, drawing, or other representation of an event during the discovery or conquest.

Instrucciones: Lean sobre el descubrimiento y conquista de la República Dominicana usando los libros seleccionados, la enciclopedia y el texto. Escriban un resumen. Creen un diorama, dibujo, u otra representación de un acontecimiento durante el descubrimiento o conquista.

GROUP #4: Mercedes, Rebecca, Jody, Rob, Alonzo

Resources: #3, #4, #5

Instructions: Read about the independence movement in the Dominican Republic. Make a report about your favorite heroes of the independence.

Instrucciones: Lean sobre el movimiento de la independencia. Hagan un reporte sobre sus héroes favoritos del movimiento de la independencia.

GROUP #5: Lorenzo, Antonio, Sara, Luis

Resources: #3, #5

Instructions: After viewing the film strip and the selected library books, answer the following questions:

1. What are the people like?
2. What are some special foods?
3. What language do they speak?
4. What are their religions?
5. What is the music like?

Instrucciones: Después de ver la filmina y hojear los libros seleccionados, contesten las siguientes preguntas:

1. ¿Cómo es la gente?
2. ¿Cuáles son algunas comidas especiales?
3. ¿Qué idioma hablan?
4. ¿Cuáles son las religiones más populares?
5. ¿Cómo es la música?

INNOVATIVE LEARNING CENTERS FOR THE SOCIAL STUDIES

INTRODUCTION

Establishing learning centers in the bilingual classroom is an effective way to motivate student interest, encourage independent study habits, enhance unit themes, and provide stimulating preview, review, or enrichment activities. Following are several suggestions for social studies learning centers using a variety of media and innovative strategies. Three types of centers will be described:

1. Music centers
2. Newspaper centers
3. Cultural crafts centers

SOCIAL STUDIES MUSIC LEARNING CENTERS

Learning centers that use music as the teaching medium can be set up to accomplish various objectives:

1. To expand the study of a particular nation or region.
2. To enhance geography or map skills.
3. To develop the concept of cultural pluralism.
4. To explore social studies themes such as economic deprivation, immigration, slavery, freedom.
5. To analyze cultural concepts from a cross-cultural perspective.

The following are suggestions for incorporating the above objectives into the social studies content area through the medium of music.

1. In order to set up a learning center related to the study of a particular nation or region, have tapes or recordings of representative songs available for students to listen to. Include as well any film strips or films you are able to obtain. Relevant books, magazine articles, literature, encyclopedias, pictures, and teacher-made materials will all contribute to a colorful

and interesting learning center.

2. The study of geography or map skills can be enhanced by "a trip around the world through music." Each time you introduce a country or a continent, enrich the experience with representative songs from as many countries as possible. Provide maps, globes, atlases and other materials related to the study of geography. Don't be shy about asking your students' parents for help in providing the sample music. Parents have a wealth of untapped knowledge and resources which are authentic and valuable to your curriculum. If you are studying Spanish-speaking nations here are some representative song titles for which the music is readily available from commercial recording companies specializing in folk music. (Refer to Curricular Resources for Classroom Use., p._____)

Mexico - La Bamba, La Llorona, Las Mañanitas, Cielito Lindo, La Zandunga

Puerto Rico - La Borinqueña, Lamento Borincano, En mi viejo San Juan

Cuba - Cuando Salī de Cuba, Guantanamera

Dominican Republic - Quisqueya

Perū - La Flor de La Canela

Colombia - Guabina Huilense

Chile - Yo Vendo unos ojos negros, Mi Caballo Blanco

Venezuela - Alma Llanera

Argentina - El Humahuaqueño, Vidalita

Bolivia - Boquita Colorada

3. In addition to comparing music among nations, a study of the different types of music within the same nation would be very valuable. This is an effective way to introduce the concept of cul-

tural pluralism. For example, in the United States cultural pluralism can be introduced through the various musical genres such as: country and western music, soul music, pop, classical, ethnic, and others. Exploring diversity and musical tastes within a nation can help to break down stereotyped images people often develop about a particular nationality when they believe the entire population to be homogeneous.

4. Thematic studies can be introduced through the use of song lyrics such as the following:

Economic deprivation: Brown-Eyed Children of the Sun
Corrido de la Miseria
Lamento Borincano
Historical Themes: Corrido de los Oprimidos
Lamento Negro
Immigration: En Mi Viejo San Juan
Cuando Salí de Cuba

5. By studying a cultural concept such as nationalism, humor, love, motherhood, death, poverty, or friendship through the use of analyzing song lyrics of different nations or cultural groups, the students will develop a stronger understanding and respect for human diversity. The treatment of the theme of love, for example, will vary among nations and cultural groups. In some cultures the traditional "boy meets girl" theme seems to always end tragically and unhappily, while in other cultures, the theme is treated with light-heartedness and optimism.

SELECTED MUSIC RESOURCES FOR SPANISH-ENGLISH BILINGUAL CLASSROOMS

The following selections include song books, indexes for location purposes, recordings, unique curricular materials in the content areas, classroom guides, and the names and addresses of recording companies that specialize in international folk music.

Lyric Guides and Reference Books

Cancionero Popular Americano. Pan American Union, Washington, D.C.

Chase, Gilbert. A Guide to the Música of Latin America. AMS Press: New York, 1972. Library of Congress Call No. REF ML 120 $7 C47.

This reference book contains annotated information concerning the music of Latin America in addition to an ample bibliography of resources.

Durán, Gustavo (Transcriber) Fourteen Traditional Songs from Texas. Pan American Union, Music Divison. Washington, D.C., 1942.

Ehret, Walter. The International Books of Christmas Carols. Prentice-Hall: Englewood Cliffs, New Jersey, 1963.

Havlice, Patricia Pate. Popular Song Index. Scarecrow Press: Metuchan, New Jersey, 1975. Library of Congress Call No. REF ML 128 53 H4.

National Anthems of the American Republics. Pan American Union. Washington, D.C., 1949.

Paz, Elena. Favorite Spanish Folk Songs. Traditional Songs from Spain and Latin America. Oak Publishing Co., New York, 1965.

The songs in this book are available in recordings from Folkways Recording Co., 43 W. 61 St., New York, 10023. Telephone: 586-7260

Peterson, C.S. and A.D. Fenton. Index to Children's Songs: H.W. Wilson Co.: New York, 1979. Library of Congress Call No. REF ML 128 53 p48.

This reference book contains a title, first line, and subject index of Spanish and Latin American songs, plus information on where to obtain a given song.

Prieto, Mariana. Play it in Spanish: Spanish Games and Folk Songs for Children. Day: Pennsylvania, 1973.

Robb, John Donald. Hispanic Folk Songs of New Mexico. University of New Mexico Press: Albuquerque, 1954.

______________. Hispanic Folk Music of New Mexico and the Southwest. University of Oklahoma Press: Norman, 1980.

Rockwell, Anne. El Toro Pinto and Other Songs in Spanish. Mac Millan: New Jersey, 1971.

Yurchenco, Henrietta. A Fiesta of Folk Songs from Spain and Latin America. Putnam: New Jersey, 1967.

Curricular Resources for Classroom Use

Badias, Bertha et al. Cantando y Aprendiendo. Curriculum Adaptation Network for Bilingual/Bicultural Education: Bronx, N.Y. and the Northeast Regional Adaptation Center; also available from DACBE: Austin, TX , March 1974.

ED 108 499.

The illustrated teacher's songbook contains 18 songs and games to be used with the SCDC (Spanish Curriculum Development Center) publications and other materials. The objectives are designed to develop children's listening and comprehension skills, music appreciation, and rhythmic expression.

Canyon Records: 4143 North 16th Street, Phoenix, AZ 85016.

Specializing in songs and music of North and South American Indians, including native tribes of Mexico, Chile, Venezuela, Perú, and Brazil.

Folkways Records: 43 W. 61st Street, New York, NY 10023.

Specializing in international folk music for children and adults.

Forming an Estudiantina and Symbols of Music Notation. Dissemination and Assessment Center for Bilingual Education: 7703 North Lamar, Austin, TX 78752

Bilingual teacher's guide for music instruction at all levels. Includes words, music, and instrumentation for beginning singing groups; music and notation; vocabulary; and costume sketches.

G. Ricordi and Company: Paseo de la Reforma 481-A, Mexico 5, D.F. Mexico.

Specializing in musical scores in Spanish.

Guardarram, Eduardo. Un Sueño Musical. National Dissemination and Assessment Center for Bilingual Education: Fall River, Massachusetts, 1978.

ED 177 908

Spanish children's reader for grades 1-3 in a bilingual setting. Tells about the cultural contributions of Indians, Spaniards, and Blacks to Puerto Rican music.

Jacovetti, Raymond. Teacher's Manual for Escuchar y Cantar. Holt, Rinehart, and Winston: New York, 1965.

This manual provides teachers with the lyrics and scores of 30 popular tunes in Spanish. Each song is followed by a series of suggested activities to help students with language patterns and grammatical structures. Recordings are also available.

Joan Baez Sings De Colores. DACBE: Austin, Texas.

This is a 30-minute cassette tape which also includes a number of poems and vignettes written by DACBE staff. Attractive posters also available.

Neil A. Kjos Music Co.: 4382 Jutland Drive, San Diego, CA 92117.

Specializing in recordings in Spanish.

Mills, Alvin and Josefa P. Mills. (Editors and Arrangers) Christmas Songs: Canciones de Navidad Available from ARRAC Educational Sales Co., Box 14525, Long Beach, CA 90803.

Bilingual Christmas songs in Spanish and English to enrich the musical experiences of beginning singers. Arranged from Spanish folklore material.

__________________________. Canciones Folklóricas Infantiles de España.

Fourteen bilingual musical poems available on record or cassette.

Perkings, Carol. Songs by Carol Perkins. Caper Records: 6100 Cherrylawn Circle, Austin, TX 78723.

A series of original lyrics and recordings designed to help young children learn English or Spanish through music and kinesthetic movement.

Santos, Sheryl. Cancionero Bilingue. East Texas State University, Bilingual Education Project, Commerce, TX 75428.

Contains the lyrics of 50 popular Latin American songs as well as several popular bilingual songs from the United States. Available with a cassette tape.

Something Educational. Box 3476, McAllen, TX 78501.

This company carries the following musical curricular resources: Matemáticas Musical; Mexican Ethnic Music Kit; Folkways Series of music from Latin American; and Texas-Mexican Border Music.

Soy, Rosa. Bilingual Education Through Music. Master's Thesis, Kean College, N.J., 1975.

ED 141 473

In adddition to a very informative and thorough review of the literature, this publication provides a series of language arts readiness activities utilizing the music and the lyrics of traditional Cuban writers such as José Martí.

Vela, Irma Saldívar. ¡Bailes a Colores! Available from American Universal Artforms Corporation, Box 4574, Austin, TX 78765.

This is a simplified, color-keyed system for use in teaching the steps of 5 dances popular in the United States and Mexico. It comes with a record, step chart, cassette, workbook, mini-manual, and map of origins.

NEWSPAPER LEARNING CENTERS

The use of newspapers in the bilingual classroom can be very useful for numerous reasons:

1. They are relatively inexpensive and consummable.
2. They are an adult medium and therefore stimulating and challenging for youngsters.
3. They provide current information.
4. They can be used to enhance English language skills as well as provide meaningful content.
5. Learning activities can be adapted for any grade level.
6. They are available in many languages.
7. They are multi-disciplinary in that they contain potential learning concepts from such disciplines as history, civics, government, geography, economics, social values and others.

One suggestion for the newspaper learning center is to provide individual task cards for students use written bilingually. As students carry out the instructions on the cards they are reinforcing their English skills, as well as advancing their knowledge of content. At the center, such materials as paper, pencil, markers, newspapers, scissors, tape, and glue should be made readily available. As students complete their tasks, the teacher may record their progress and accomplishments and place in the files.

Examples of Bilingual Newspaper Activity Cards - Grade 3

Side one

1. Look through the newspaper for pictures of clothing you would wear to do two of the following activities:
    1. play in the snow
    2. swim
    3. walk in the rain
    4. attend a game of sports

Side two

1. Hojea el periódico en busca de dibujos de la ropa que te pondrías para hacer dos de las siguientes:
    1. jugar en la nieve
    2. nadar
    3. caminar en la lluvia
    4. asistir a algún evento deportivo

Side one

2. Cut out pictures of your favorite foods. Tell the class about them.

    My favorite foods are . . .

    I like the taste of . . .

    ________ tastes delicious.

Side two

Recorta dibujos de tus comidas favoritas. Díles a la clase algo sobre ellas.

Mis comidas favoritas son...

Me gusta el sabor de...

______ sabe delicioso(a).

Side one

3. Suppose you have $10.00 to shop for food. Make a list of the foods you would buy, their prices, and where you would buy them. How much change do you have left? What will you do with the change?

Food	Price	Name of the Store

Side two

Supongamos que tienes $10.00 para comprar comida. Haz una lista de la comida que comprarías, sus precios, y dónde te las comprarías. ¿Cuánto cambio te quedará? ¿Qué harás con el cambio?

Comida	Precio	Tienda

Side one

4. Make a collage of all the things that describe you. Look in the newspaper and cut out pictures or words of your favorite foods, places, people, words that describe you, things you'd like to have, etc. Paste them all together in your own way on a poster board.

Side two

Haz una colección de todas las cosas que te describen a tí. Busca en el periódico y recorta las fotos o palabras de tus comidas favoritas, deportes, sitios, gentes, palabras que te describen, y cosas que quisieras tener. Pégalas todas juntas a tu gusto en un cartel.

Side one

5. Traveling to far away places is fun. Look through the newspaper and see if you can find three countries in the world you would like to visit. Write down the names of the three countries you would like to visit. Can you answer these questions?

1. What language do they speak?
2. What is the climate like?
3. How do the people dress?

Side two

Es divertido viajar al extranjero. Hojea el periódico para ver si puedes encontrar tres países del mundo que quisieras visitar. Escribe los nombres de los tres países que quisieras visitar. ¿Puedes contestar estas preguntas?

1. ¿Qué idioma se habla ?
2. ¿Cómo es el clima?
3. ¿Cómo se viste la gente?
4. ¿Cómo se llama la ciudad principal?

Side one

6. There are many ways to travel. Look through the newspaper for different kinds of transportation. Cut out these words or pictures and paste them on a poster board.

By Air	By Land	By Sea

Side two

Hay muchos modos de viajar. Hojea el periódico en busca de diferentes tipos de transporte. Recorta estas palabras o dibujos y pégalos en un cartón.

Por Aire	Por Tierra	Por Mar

Side one

7. Our society has many services to help people. Look in the paper and find a story about someone helping someone else. Write about this story and tell how the person needed help.

Side two

Nuestra sociedad tiene muchos servicios para ayudar a la gente. Busca en el periódico y encuentra un artículo sobre una persona que ayudó a otra persona. Escribe un resumen explicando qué tipo de ayudo necesitaba la persona.

Side one

8. Where were you born? Can you find an article telling something about the place where you were born?

Side two

¿Dónde naciste? ¿Puedes encontrar un artículo sobre el lugar donde tú naciste?

Side one

9. Beauty means different things to different people? Can you find three pictures of things that you think are beautiful? Tell why you think they are beautiful.

Side two

La hermosura es diferente para cada persona. ¿Puedes encontrar un dibujo o fotografía de tres cosas que consideras bello? ¿Por qué las consideras hermosas?

Side one

10. There are many different kinds of cars. Look at the ads for cars for sale and see how many different kinds of cars are for sale. List them. Which one would you like to have?

Side two

Hay muchos modelos de carros. Mira los anuncios de carros en venta para ver cuántos tipos diferentes se están vendiendo. Haz una lista. ¿Cuál te gustaría tener?

NEWSPAPER RESOURCES

The following is a listing of teaching guides for use of the newspaper in your classroom.

American Newspaper Publishers Association Foundation. Kathryn McAuley. The Anatomy of a Newspaper. Washington, D.C. 1975.

The Newspaper Center
Box 17407
Dulles International
Washington, D.C. 20041

Canadian Daily Newspaper Publishers Association. Hugh Partlow. Learning from Newspapers: Reading. Toronto, Ontario 1975.

CDNPA
Suite 214/321 Bloor Street East
Toronto, Ontario M4W 1E7

Cheyney, Arnold B. Teaching Reading Skills Through the Newspaper. Newark, DE. International Reading Association. 1971.

International Reading Association
P.O. Box 8139
Newark, DE. 19711

Corpus Christi Caller-Times. Betty Debnam. The Mini Page. Corpus Christi, Texas.

Newspaper In Education
Box 9136
Corpus Christi, Texas 78408
512/884-2011

Dallas Times Herald. Educational Services Division. NP Activity Cards And Pamphlets

P.O. Box 225445
Dallas, Texas 75265

Houston Post, The. Ruth S. DeHart. Using the Newspaper with Children Who Have Learning Disabilities. Houston, Texas.

The Houston Post
4747 Southwest Freeway
Houston, Texas 77001

__________. Lucy M. Rollings and Billie L. Kennedy. Climb the Kindergarten Readiness Ladder with the Houston Post. Houston, Texas.

__________. Joseph Strehle and Audean Allman. Using the Newspaper in Life Science Classes. Houston, Texas

__________. Richard Loftin. Using the Newspaper in the Social Science Classroom. Houston, Texas

__________. Felipa H. Aguilar. Bilingual Expression: Learning Activities for Primary Grades. Long Beach, CA.

Independent Press Telegram
Box 230
Long Beach, CA 90844

__________. Kathy Berry. Newspaper in Education-Career Education Long Beach, CA.

Lawson, Bary D. Newspaper Reading. Rt. 2, Box 2804, Elk Grove, CA 1960.

Miami Herald, The. The NIC NAC-Box. Educational Services Department #1 Herald Plaza, Miami, Fl. 1974

St. Louis Post Dispatch. Practical Life Skill Activity Cards. St. Louis, Mo. 1978

St. Louis Post Dispatch
900 N. 12th Blvd.
St. Louis, Mo. 63101

CULTURAL CRAFTS LEARNING CENTERS

A tangible and stimulating way to make the study of a culture come alive for your students is to provide a cultural crafts learning center. The theme and materials should be changed after all interested students have had the chance to create their very own cultural artifact.

Directions for the reproduction of cultural crafts can be prerecorded on an audio cassette for students who are non-readers, or provided in print for those who are able to read independently. If facilities and funds are at your disposal, you might consider producing your own videotape guiding the students in step-by-step procedures.

The following are some suggestions of easy to make, low cost, cultural crafts*:

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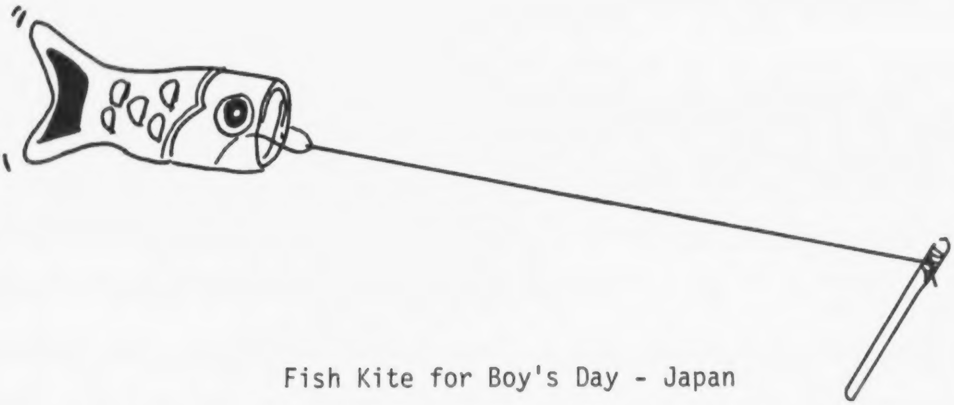
*MULTIETHNIC STUDIES IN THE ELEMENTARY SCHOOL CLASSROOM. Pat Marquevich and Shelly Spiegel. Education in Motion Pub. Box 224, Pico Rivera, CA. 90060.



Fish Kite for Boy's Day - Japan

Kite celebrations have been traditional events for over two thousand years in Japan, China, Greece, and Italy. The annual Big Kite Flying Festivals of Japan have influenced many kite makers. Unlike the plain cross-frame variety, Japanese silk or paper-and-bamboo kites are made in every description and shape. The most colorful and outstanding are the dragon and the fish.

When Japanese immigrants came to America, they found that the kite had arrived many years before. Benjamin Franklin's famous electrical experiment of flying a kite in a thunderstorm made kite-making a hobby that early American settlers followed with enthusiasm.

Materials: red, yellow, blue, white, and black tissue paper, glue, 1/2" x 8" strip of cardboard, stapler, thread, needle, balloon or dowel stick.

1. Trace fish patterns, and cut out. Use patterns to cut two fish bodies and two fins from red tissue paper and head and tail decorations from blue. Cut scales from red, yellow and white tissue paper.

2. Glue head and tail decorations to body pieces. Stick scales in place. Use only dots or a very light layer of glue. Tissue will become wet and tear if too much glue is used. Glue the two fin pieces together.

3. Cut eye circles from yellow, blue, white, and black tissue. Glue an eye on each side of body. Let glue dry.

4. Slip fin in place between body pieces. Carefully apply glue along the inside edge of one body piece and stick the two bodies together. Do not put glue at mouth. Leave mouth and inside body open.

5. Overlap ends of the cardboard strip, and staple together to form a circle (Fig. 1). Insert cardboard circle inside fish's mouth. Fold edge of tissue back over the cardboard. Glue tissue and cardboard circle together.

6. Thread a needle with a 10-inch length of strong thread. Push needle through opposite side of mouth, leaving enough thread to make a loop across mouth of fish, and tie other end of thread.

7. Wrap and tie a long length of thread to the top of dowel stick. Brush glue over the thread to keep it fastened to the stick. Tie other end of thread to center of mouth loop. When wind blows into the mouth, the body will open like a wind sock and the fish will flutter and fly.

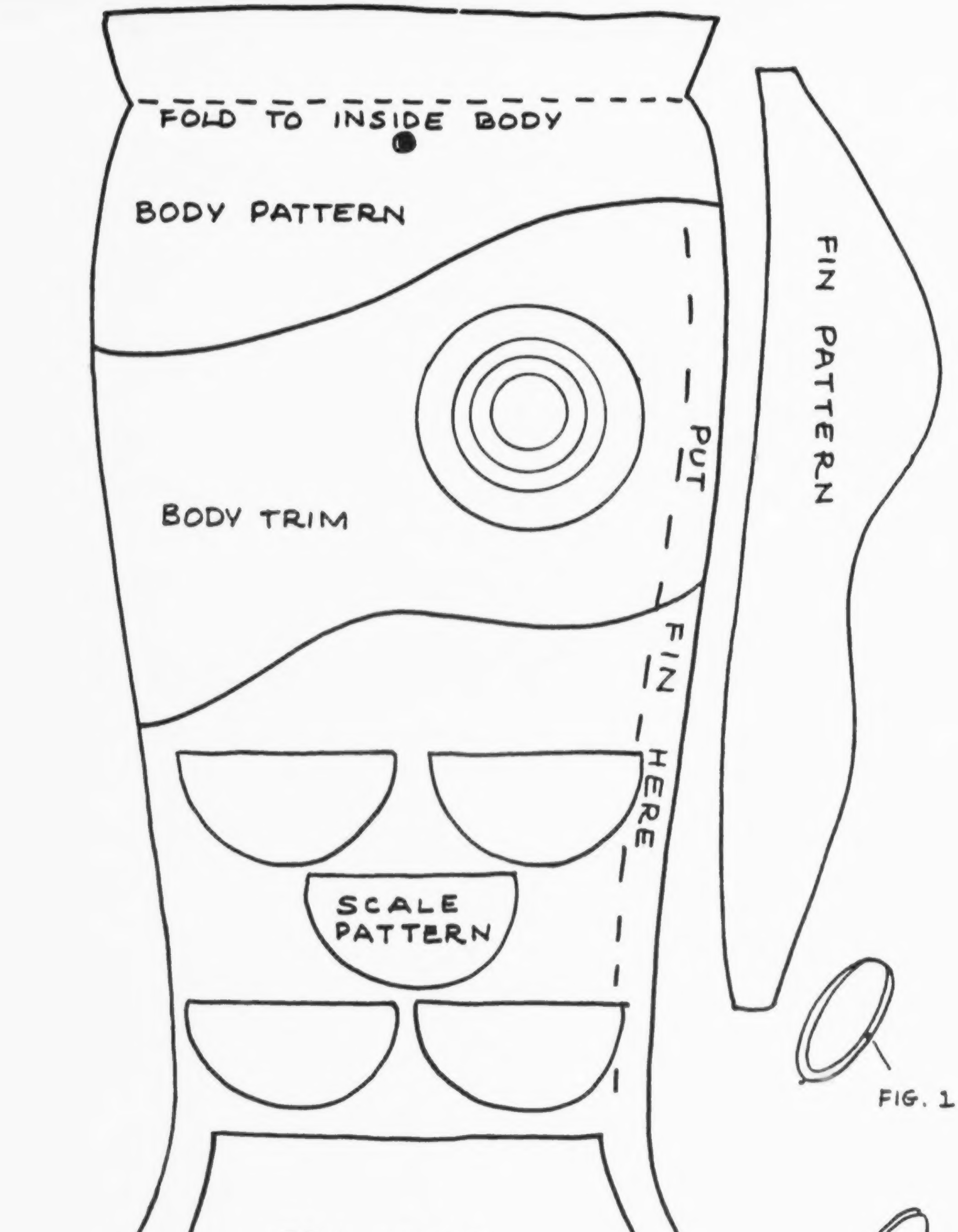

FOLD TO INSIDE BODY
BODY PATTERN
BODY TRIM
PUT FIN HERE
FIN PATTERN
SCALE PATTERN
TAIL TRIM

FIG. 1

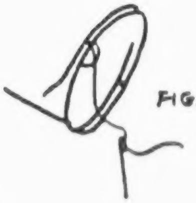


FIG. 2

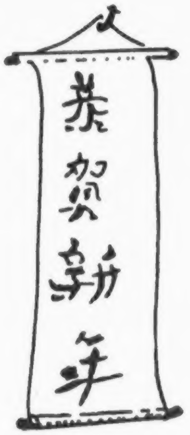
Chinese New Year Card

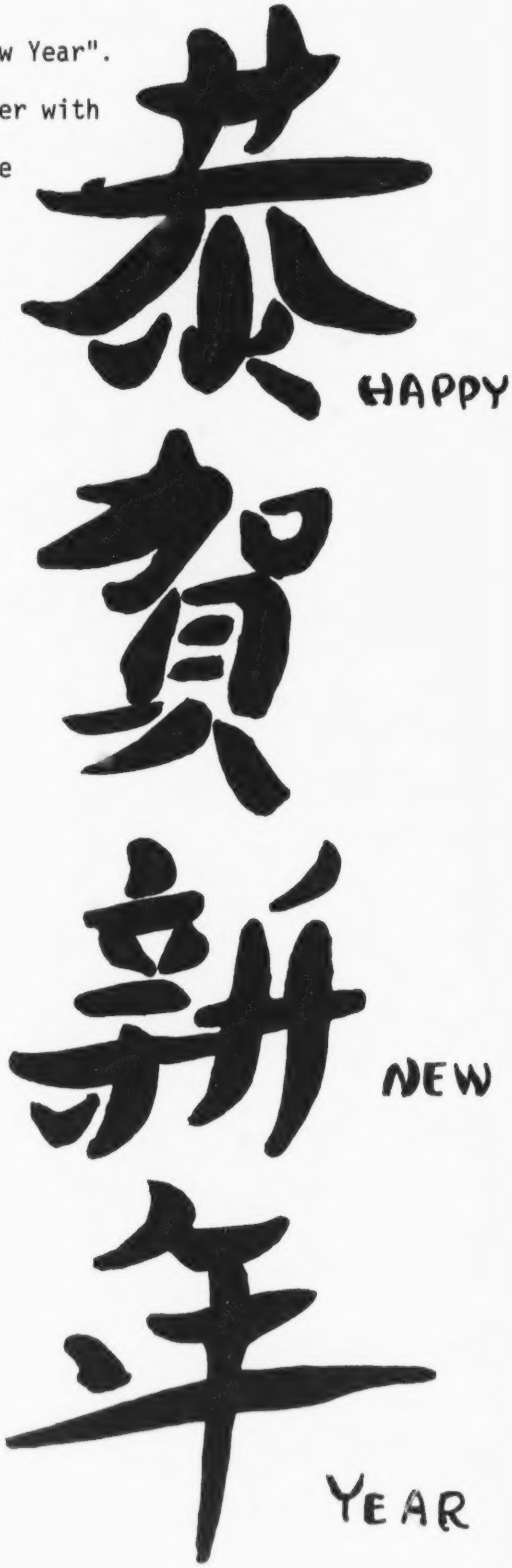
The Chinese characters stand for "Happy New Year". The card should be made in red construction paper with black border on the tip. For the Chinese people red symbolizes good luck. The two-week holiday falls between January 2nd and February 19th of our calendar year. See the holiday section for a full description of the celebration. The book Moy Hoy by Len Politi complements this activity very well.

1. Cut one 18" x 6" rectangle in red construction paper and another 6" x 5" in black paper. Also cut a 20" piece of red yarn.

2. Copy the Chinese characters using a thin brush and black paint.

3. Fold black piece in half and place string on the inside fold, then glue to the top as shown on the right.





Eurasian American Art Activities

Chanukah Dreydle

Chanukah is one of the well-known holidays in the Jewish calendar. (See description in the holiday section.) Games to play with your Chanukah Dreydle:

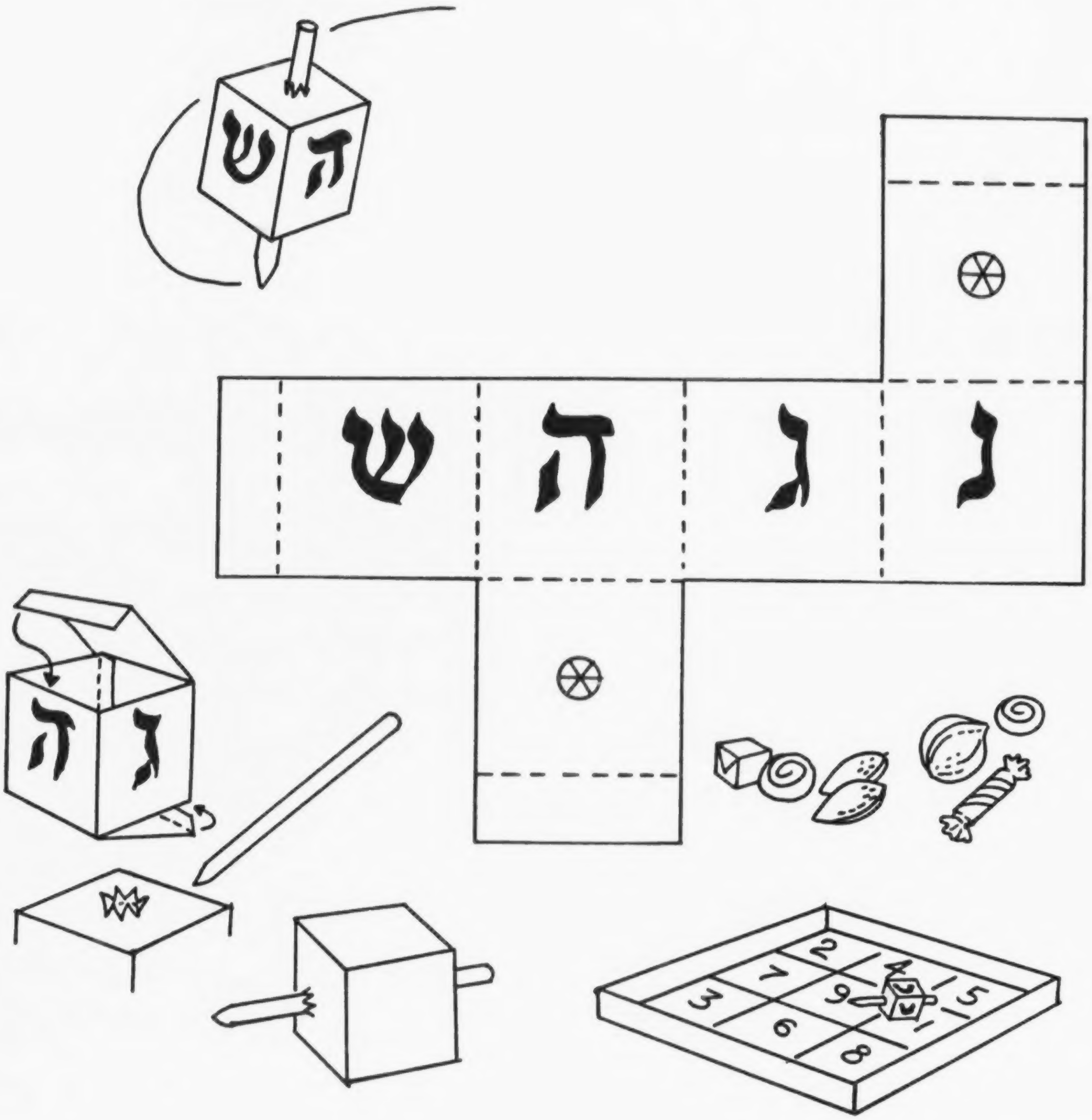
1. Each player puts a forfeit in the center of the table (a nut, candy, etc.) The players take turns spinning the dreydle. The letter that comes out on top tells you what you've won. Nun means nothing. Gimmel means take all. Hey means take half and Shin means add to the pot.

2. You can also play for points. Gimmel, add 10 points; nun, nothing; hey, 5 points; shin, subtract 2 points. Fifty points wins.

3. Another good dreydle game is played on a large box top. Mark off a box top into nine parts and number each section. Each player in turn spins the dreydle on the box top. The number the point rests on when the dreydle stops is added to the players score. The one who gets 100 first wins the game.

Directions for making dreydle:

1. Cut out this Chanukah dreydle. Put it together and play with it. First, cut it out carefully, especially the little stars on the top and bottom flaps.
2. Fold back on all the dotted lines and paste the dreydle together.
3. Then make a blunt point on a lolly pop stick and put it through the stars. If the stick doesn't stay in place, use a bit of scotch tape. You may also use a fat toothpick.


ש ה
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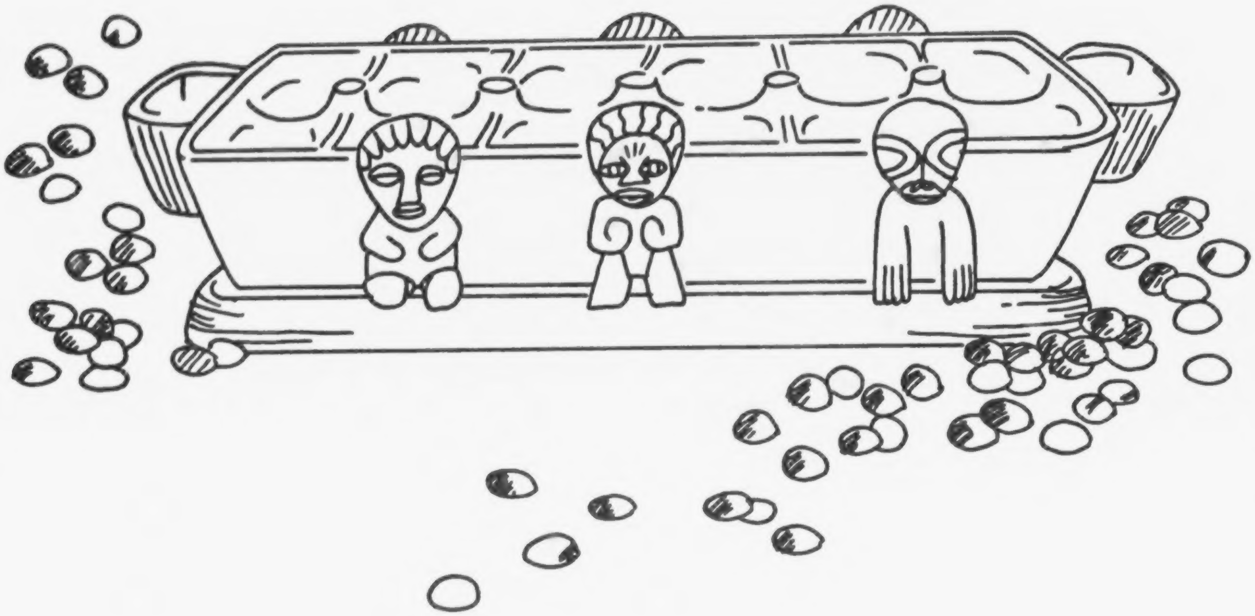
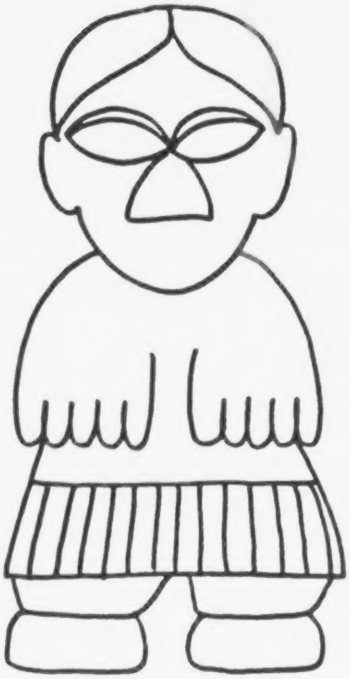
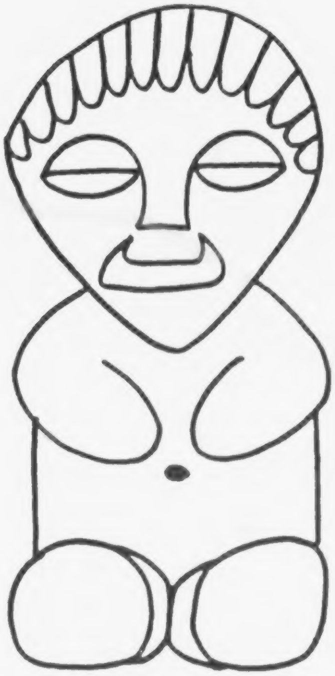
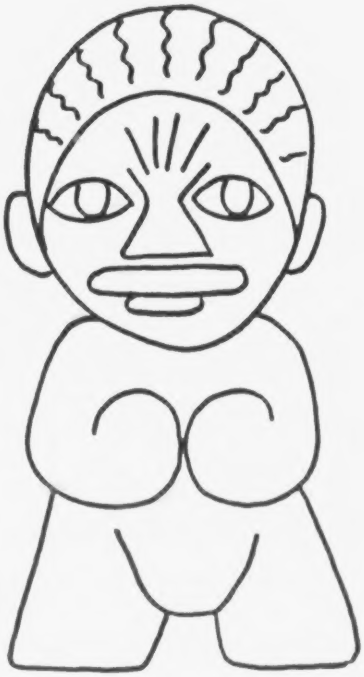


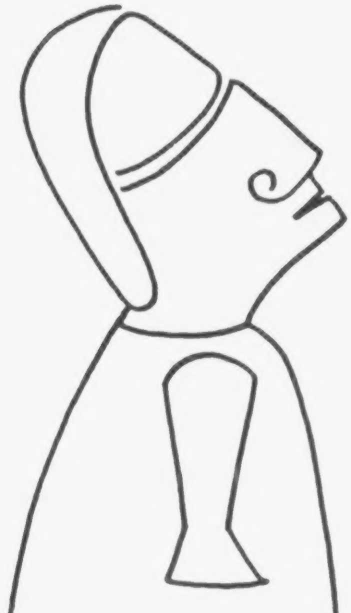
Directions:

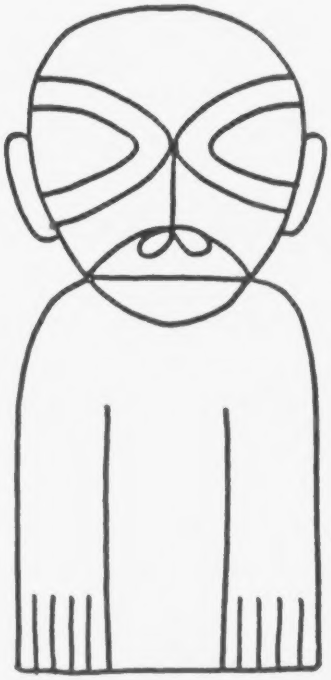
1. Use cardboard egg cartons not styrofoam.
2. Cut the lid off the egg carton and paste it underneath the egg portion of the carton.
3. Cut two separate egg sections and staple one on each end of the carton.
4. Paint the game board brown.
5. Cut out the six African sculpture heads.
6. Paste three of the heads on each side of the game.

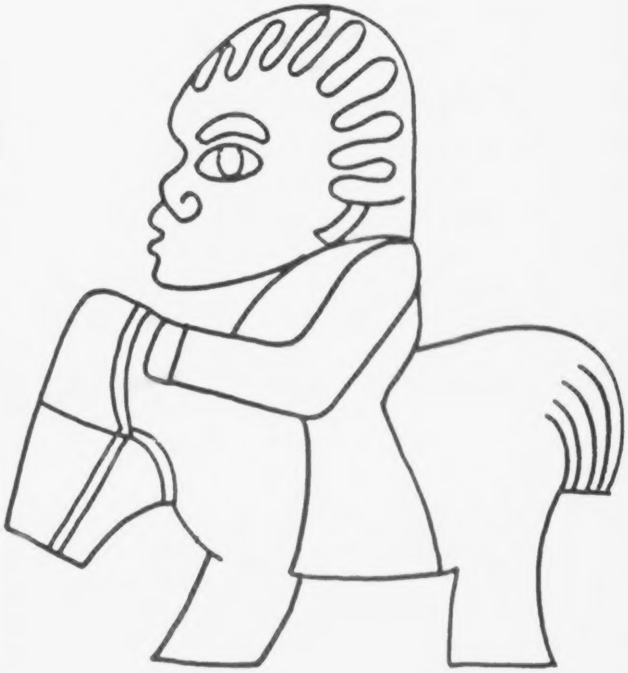












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Kwakiutl Totem Pole Model

The carving and erection of totem poles served as a means of recording history and communication for some Northwest Indians. The gigantic red cedar trees so common in this section of the United States served to capture the everyday life of many of the tribes. The figures, which are carefully carved into the wood, represent people, animals, birds, fishes or sometimes imaginary creatures. Most totem poles can still be read by experts since the stories they tell were passed by word of mouth from generation to generation. It is also believed that some totems were used as guardian spirits to help and protect families. Totem poles were erected in front of a home for that purpose. The animal or fish on the tip of the pole was the totem for the family which inhabited that home. The totem was always put on the bow of the family's canoe for protection. An excellent source of more information on the subject is: The Story of the Totem Pole by Ruth Brindze.

Directions:

1. Color totem pole, wings and beak.
2. Cut parts.
3. Wrap and glue totem around a cardboard toilet paper tube.
4. Attach wings and beak as shown in the example.

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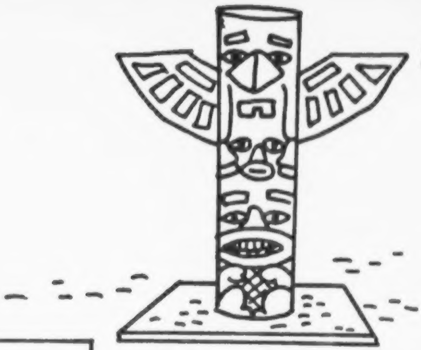
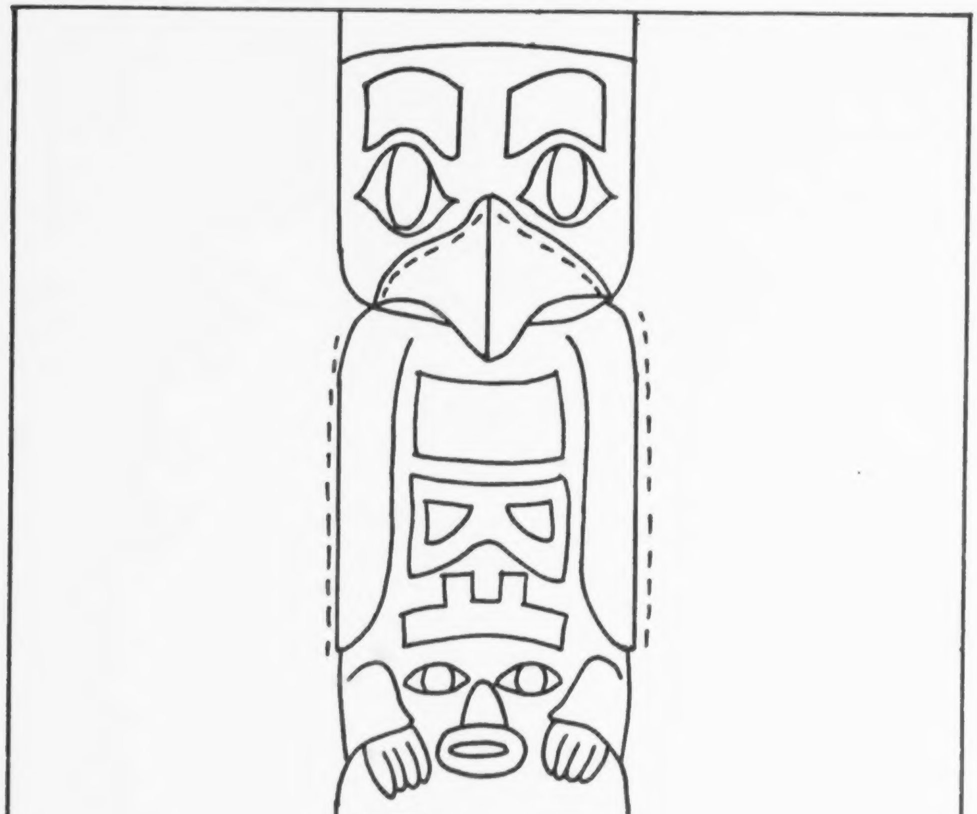
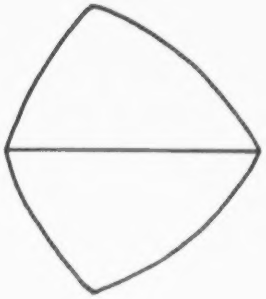
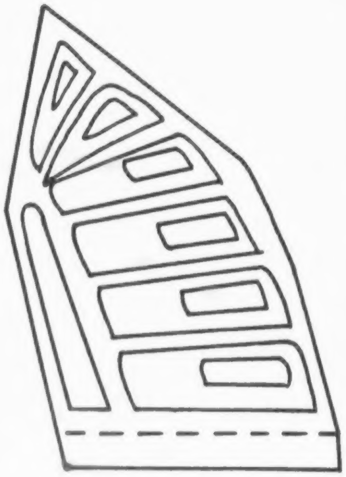
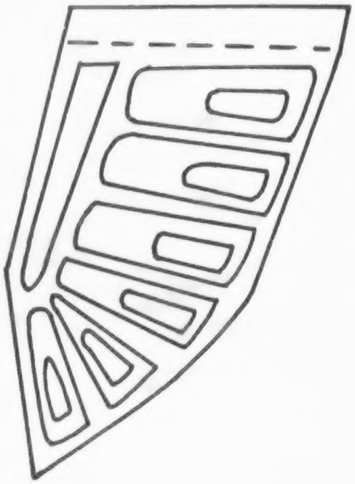




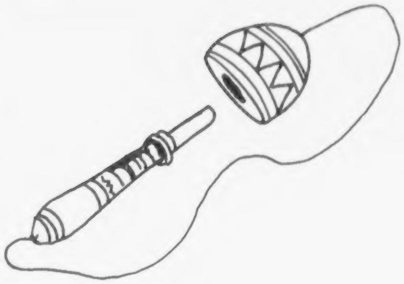






PEOPLE OF THE AMERICAS

Art Activities

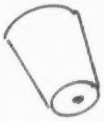


Balero

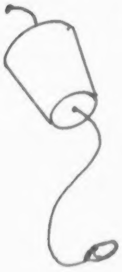
Balero is a traditional game found in most Latin American countries. It is usually made of wood and decorated in bright colors. The purpose of this game of skill is to swing the top section or cup till it fits over the stick. The following is a simplification which can be made and played with children of any age.

Materials: paper cup
paper clip
18" piece of yarn or string

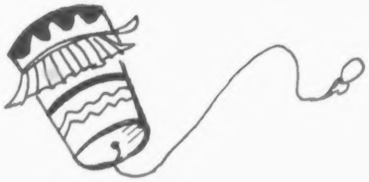
Instructions:



1. Make a small hole at the bottom of the styrofoam cup.
2. Put a string through the hole.
3. Tie a knot on one end of the string and attach a paper clip.



4. Children can decorate the cup with crayons, tissue or crepe paper. The object of the game is to toss the suspended paper clip into the cup by swinging it.



RESOURCES FOR CULTURAL CRAFTS AND OTHER CULTURALLY RELEVANT ACTIVITIES

Bay Area Bilingual Education League, 1414 Walnut St., Berkeley, CA 94709, 1971
- Black American Social Studies Unit
- Chinese American Social Studies Unit
- Latin American Social Studies Unit

TEACHING ABOUT CULTURAL AWARENESS. Gary R. Smith and George G. Otero. Cultural Studies Series, Vol. 2. Center for Teaching International Relations, Graduate School of International Studies, University of Denver, Denver, CO 80208, 1977.

IN PRAISE OF DIVERSITY: MULTICULTURAL CLASSROOM APPLICATIONS, Gloria Grant, Editor. Teacher Corps, Center for Urban Ed., University of Nebraska at Omaha, 1977.

MULTICULTURAL TEACHING: A HANDBOOK OF INFORMATION, AND RESOURCES. Pamela L. Tiedt and Iris M. Tiedt. Allyn and Bacon: Boston, 1979

MULTIETHNIC STUDIES IN THE ELEMENTARY SCHOOL CLASSROOM. Pat Marquevich and Shelly Spiegel. Education in Morton Pub. Box 224, Pico Rivera, CA 90660

DACBE (DISSEMINATION AND ASSESSMENT CENTER FOR BILINGUAL EDUCATION)
7703 North Lamar
Austin, TX 78752

Catalogues and commercial materials available

UNIT III

UNIT III

Rationale

Although bilingual education students receive specialized training in English as a second language, the bilingual social studies teacher should not overlook opportunities to reinforce communicative competence in English within the content area. As particular social studies concepts and content are mastered in the native language, the teacher can comfortably proceed to enable students to manipulate this content in the English language as well. This preparation will enable the bilingual education student to experience greater success when he or she merges with the traditionally highly competitive, monolingual structure encountered in the upper grades, college, or in the job market. The ability to read, write, discuss and understand lessons in English related to highly specialized content areas such as mathematics, science, and the social studies, will most assuredly be an asset in the students' future.

OBJECTIVES FOR UNIT III

Upon completion of this unit, you will be able to:

1. Apply a Spanish/English contrastive analysis of language structures and phonology to promote mastery of English within the social studies content area.
2. Develop appropriate English-as-a-second-language drills to accompany selected social studies lessons.
3. Adapt an activity idea to reinforce specific social studies vocabulary in English.
4. Create an original game to teach or reinforce social studies content or vocabulary in English.

NSTRUCTIONS:

1. Utilizing the Spanish/English Contrastive Analysis, examine a unit from a social studies text in English on your preferred grade level, and list all the possible English language structures and phonological elements which may cause interference for a Spanish/English bilingual education student.

2. Having identified the structures and phonological elements in your chosen unit, develop a lesson plan (any format which is comfortable for you) to teach at least ONE structure and ONE phonological element.

3. Read the second reading entitled "English as a Second Language Drills for the Social Studies ." Referring to the sample lesson plans, develop an original ESL lesson utilizing a minimum of three suggested drills to enhance your chosen objectives. Your lesson should include grade level, objectives, level of communication, and procedures.

4. Read "Activity Ideas for Reinforcing ESL in the Content Areas." Adapt one of the suggested activities to reinforce specific social studies vocabulary in English.

5. Refer again to Reading # 3, "Activity Ideas for Reinforcing ESL in the Content Areas." Develop your own content for one of the following games:

    (1) What's the question?
    (2) Treasure Hunt

CHALLENGE ACTIVITY:

Utilizing the Spanish/English Contrastive Analysis as your guideline, develop a checklist inventory of skills language structures and phonology which can be used to diagnose student needs in ESL as part of an ongoing informal teacher diagnosis of individual student strengths and weaknesses.

MATERIALS:

Reading #1	Spanish/English Contrastive Analysis
Reading #2	English as a Second Language Drills for the Social Studies
Reading #3	Activity Ideas for Reinforcing ESL in the Content Areas

READING #1

SPANISH/ENGLISH CONTRASTIVE ANALYSIS

INTRODUCTION

A "fingertip" knowledge of the grammatical structures and phonological elements which most commonly cause confusion and interference for the Spanish-speaker learning English, coupled with the teacher's preparedness to diagnose and remedy individual student's needs, will be helpful for both teacher and student to accomplish the task of ESL mastery within the content area with maximum precision in minimum time.

The following are specific examples of Spanish/English language structures which are most likely to cause interference for the Spanish-speaker learning English. Similary, examples will follow indicating the phonological interferences between the two languages. Suggestions for applying the contrastive analysis in a classroom situation will also be given.

COMPARING SPANISH/ ENGLISH LANGUAGE STRUCTURES

Some common errors made by Spanish-speakers in English are not haphazardly made, but rather due to a difference in the language structure itself between the two languages. Oftentimes, the speaker is attempting to translate WORD FOR WORD instead of learning how to manipulate the new structure. The teacher should be made aware of some common pitfalls by understanding why they occur:

Common errors	Explanation
1. Samuel no is here. or Samuel is no here.	The Spanish language has no word for NOT. The negative sentence is formed simply by placing a NO before the verb... Samuel NO está aquí.
2. She no eat much.	The helping verb TO DO as in DOESN'T DOES, DO,etc. is not used in Spanish. Again, a simple NO will suffice to express... Ella NO come mucho.
3. (They) work there those men?	Similarly, the helping verb TO DO is also not used to form a question. In Spanish a question is formed by inverting the subject and the verb order, preceded and terminated with a question mark...¿Trabajan allí esos hombres?
4. Mary has a blouse pretty.	The order of nouns and adjectives is reversed in Spanish... María tiene una blusa bonita.

Common errors (Con'd.)	Explanation (Con'd.)
5. We have three books bigs.	Not only do we reverse the order of the noun and adjective, but we also must have agreement in number between the noun and the adjective modifying it...Tenemos tres libros grandes.
6. I am ready for to go.	The insertion of the word FOR comes from the Spanish structure... Estoy lista PARA irme. Para, when literally translated to English, can mean for.
7. I call you later.	No contractions are used in Spanish. To express this phrase we can use the simple present tense in Spanish ... TE LLAMO más tarde.
8. This is the book of Eduardo.	Possessives are not expressed in Spanish with an apostrophe...Este es el LIBRO DE Eduardo.
9. I don't have nothing.	Double negatives are used in Spanish as in Yo NO TENGO NADA.
10. This book is more easy than that one.	Comparatives in Spanish do not use the ER-/EST-suffixes. Instead, they are formed by placing the word MAS or EL(LA) MAS in front of the adjective... Este libro es MAS FACIL que ése.
11. He has fifteen years old.	Age is expressed with the verb TENER in Spanish, not with the verb TO BE as in English... El TIENE quince años de edad.
I have thirst, tired, hungry.	Similar confusion arises with expressions such as: TENGO sed, sueño, hambre.
12. The stomach hurts me.	In Spanish the tendency is to use an indefinite article EL or LA for parts of one's body as opposed to a personal pronoun such as MY, HIS, or HER as in English. In addition, the person whose stomach hurts is not the subject of the sentence, but rather the object requiring a direct object pronoun to be used ... ME duele el estómago.
13. Is a nice day.	The use of IT to start a sentence is not used in Spanish. Instead it is simply omitted... Es un buen día.

Contrastive Analysis of Spanish/English Phonologies

A closer look at a contrastive analysis between the Spanish and English phonological systems reveals that much can be learned by answering four basic questions: (1) Which English consonant phonemes are not present in Spanish? (2) Which vowel phonemes are not present in Spanish? (3) Which phoneme variants in Spanish cause pronunciation difficulties in English? (4) Which English phonemes present problems for Spanish speakers due to their position or sequence within words?

Consonant phonemes not present in Spanish

Spanish does not have the following phonemes: v as in voice; ɣ as in these; z as in zipper; ž as in measure; š as in sheep; ǰ as in jump; θ as in thin; (Lado, 1947; Saville & Troike, 1974) English words having these phonemes are often pronounced by the Spanish speaker according to a "phonemic filter" through which the person assigns a sound nearest to the one in the native language. (Saville & Troike, 1974). Consequently, this results in a discrepancy between the expected pronunciation (E.P.) and the observed pronunciation (O.P.), as noted in the following examples:

E.P.	O.P.
curVe	curB
lOSe	lOOSe
SHare	CHair
THin	Sin

In addition to pronunciation difficulties, semantic confusion also arises as words are assigned totally unrelated meanings to those intended by the speaker.

Vowel phonemes not present in Spanish

It has been noted by Saville and Troike (1974) that the Spanish speaker learning English has to more than double the number of vowel distinctions that are made in his/her native language. Spanish has five vowel phonemes which always remain constant as opposed to approximately 18 sounds in English. In order to understand the difficulties a Spanish speaker has with the English vowels, let us first look at the A spanish vowels through an English phoneme filter:

Spanish vowels	Sounds like...in English
/a/ (fAmA)	"ah!" as an exclamation of sudden surprise
/e/ (pEra)	long "a" as in mAke
/i/ (pIco)	long "e" as in PEte
/o/ (tOro)	"oh!" as a staccato sound with mouth remaining open
/u/ (mUdo)	(BOO!) as a staccato sound

The English vowel phonemes not present in Spanish include the capitalized sounds in the following words: fAt, mAp, All, bIt, bOOk, and pull. One must consider too that in addition to sound production difficulties, a child is faced with auditory discrimination problems as well in trying to distinguish dipthongs, diagraphs, long and short vowels, and the special uses of /y/ and /w/ as vowels and/or consonants. In short, for a person whose language has five constant vowels, English can be rather overwhelming!

Phoneme variants and substitutes

In comparing English with Spanish we note several phonemes which have variant pronunciations in Spanish and are likely to cause confusion about when to apply the appropriate variant in English. These are as follows:

Phonemes	Spanish variants	E.P.	O.P.
/d/	/d/ and /ð/	THough	Dough
		laDDer	laTHer

Phonemes	Spanish variants	E.P.	O.P.
/n/	/n/ /n̯/ /ŋ/	teNth	teNGth
		sinG	siN

Confusion also exists between phonemes with different graphic representations:

Spanish phonemes	Sounds like...in English	E.P.	O.P.
/y/	/j/	Yellow	Jello
/j/	/h/ raspy sound	Hot	Jot

Difficulties with position and sequence

If a phoneme does not occur in the same position as in the native language, the student will usually have difficulty discriminating and producing it (Lado, 1947). Such problems occur in the following cases:

Initial consonant clusters

More than 50 initial consonant clusters have been identified in English, as opposed to only 12 in Spanish (Cardenas, 1960). The Spanish Clusters are: BR, BL, CR, CL, FR, FL, GR, GL, PR, PL, DR, and TR. Of these, we must also remember that they are not pronounced the same way as in English. In addition, the initial "S" clusters present added difficulties, because in Spanish the "S" is always preceded by the letter "E" in such clusters as "SP" and "ST", as in the following examples (Lado, 1957):

English	Spanish equivalent
STudent	ESTudiante
STate	ESTado
SPy	ESPía

Final consonant clusters

Upwards of 36 final consonant clusters have been identified in English, but NONE in Spanish. Therefore, such final clusters as RD, SP, SK, and MP often present problems for the students learning English (Cardenas, 1960).

Triple consonant clusters

As these are also nonexistent in Spanish, such sounds as STR, SPL, SPR and THR are phonetically very difficult for Spanish-speakers.

References

Cárdenas, N. Introducción a una comparación fonalógica del español del ingles. Washington, D.C.: Center for Applied Linguistics, 1960.

Lado, R. Linguistics across cultures. Ann Arbor Michigan: University of Michigan Press, 1957.

Saville, M.R. and Troike, R.C. A handbook of bilingual education, revised edition. Washington, D.C. Teachers of English to Speakers of Other Languages, 1974.

Spolsky, B. Linguistics and language pedogogy - applications or implications? Report of the 20th Annual Round Table Meeting on Linguistics and Language Studies. In J.E. Alatis, (Ed.), Washington, D.C., Georgetown University Press, 1970.

READI'NG #2

ENGLISH AS A SECOND LANGUAGE DRILLS FOR THE SOCIAL STUDIES

INTRODUCTION

One helpful technique of teaching and reinforcing a second language is through the use of pattern drills. The following drills are examples of some patterned repetitions which can be applied to teach any aspect of the target language in any given content area.

Repetition

Used for vocabulary and structure drill, expression and intonation. The teacher models, the student repeats, using as nearly as he can the same intonation, pronunciation, stress, and pause that he/she has heard. The teacher will elicit the repetition from the whole group, part group [e.g., rows, individuals, or certain identificable sets (girls, boys, everyone wearing red, etc.].

The teacher will find that the use of particular gestures will increase the success of repetition drills and other oral drills. He should develop and train the students to recognize certain gestures that indicate *listen only, repeat, substitute, transform* (change), etc.

* Houston Independent School District
1975
Curriculum Bulletin No. 75CBM6
An ESL Handbook for Social Studies

Subsitution

The students are given the model of a basic structure. It is repeated by the students. The teacher then provides a substitution item to be inserted into the same structure:

Teacher: This is *an* auditory nerve.

Students: This is an auditory nerve.

Teacher: auditory canal.

Students: This is an auditory canal.

Teacher: This is *a* hammer.

Students: This is a hammer.

Teacher: stirrup.

Students: This is a stirrup.

In the drill shown above, the student is practicing a structure that is essential in English he is learning the distinction between the use of the articles "a" and "an"; he is practicing the vocabulary necessary to the study of the human ear. This particular drill, of course, would be accompanied by a line drawing, a model, or some other visual representation.

In any kind of oral drill, it may be necessary to break an utterance into small units. One term for this kind of drill is "backward buildup":

Teacher: The largest amphibian is the Japanese Salamander.

Students: (Listen only.)

Teacher: the Japanese Salamander.

Students: the Japanese Salamander.

Teacher: amphibian is the Japanese Salamander.

Students: amphibian is the Japanese Salamander.

Teacher: The largest amphibian is the Japanese Salamander.

Students: The largest amphibian is the Japanese Salamander.

Although it might seem that such efforts would be intimidating to secondary students, they are not if they are introduced with a positive, enthusiastic attitude. The teacher might find, in fact, that such methods are entirely appropriate for any student learning new vocabulary.

Transformation

This drill involves basic transformations of the structure:

(Statement-Question)

Teacher: Velasco is the president of Peru.

Students: (Listen only.)

Teacher: Is Velasco the president of Peru?

Students: (Listen only.)

Teacher: Henry Kissinger is the Secretary of State.

Students: Is Henry Kissinger the Secretary of State?

Such transformation drills can be employed for the practice of positive-negative, question-answer, present-past, singular-plural, etc.

Memorization

The process of memorization, of course, occurs along with repetition, recombination, and the emphasis upon relevant information. One process which is appropriate for large-group mastery of a passage or a dialogue is one in which the students see the preliminary graphic representation of the words (written on the chalkboard). The dialogue can include information within a particular content area:

Juan: Did you go to Mrs. Martin's class today?

Joan: Yes, we have a test tomorrow on astronomy.

Juan: Oh, no! I don't remember the planets.

Joan: Which one has the ring of gases?

Juan: I think it's Pluto .....

Joan: No, it's Saturn. Pluto is the furthest from the sun.

The teacher drills the class on the pronunciation of difficult words. He then has the class repeat the lines several times together. Then, he begins to erase articles, pronouns, etc., and finally the key words, until the students can repeat the entire dialogue without the aid of the written word.

Finally, parts of the class or individuals can deliver entire lines.

Directed Questioning

The teacher instructs one individual to question another. This can be a practice of the structure of questioning and answering only, using a dialogue of social situation; or it may be another method of drilling and reviewing information within the content area:

Teacher: (To Student 1)	Ask María if stratus clouds are dome-shaped.
Student 1:	María, are stratus clouds dome-shaped? (The student is changing the structure of the sentence he has been given as a clue.)
María:	No, stratus clouds are not dome-shaped. They are flat and form in layers.
Teacher:	(To Student 3) Ask Gwen which clouds bring stormy weather.
Student 3:	Gwen, which clouds bring stormy weather?
Gwen:	Cumulonimbus clouds bring stormy weather.

(Such an exercise will necessitate prior drill and repetition using the various structures the students will need for their responses-question structures using *do, does, is are, who, what, when, where,* etc.)

Guided Discussion

This process can be used after the students have a reasonable command of the vocabulary of a particular lesson, unit, concept, etc. The teacher provides a list (on the board, the overhead, or a chart) of possible structural or vocabulary elements necessary to make meaningful questions or statements about a particular subject. The student will choose appropriate statements from each column to discuss each type:

Cloud Types	Appearance	Height	Kind of Weather
cumulus	dome-shaped	25,000 ft.	winter
cumulonimbus	wispy	75,000 ft.	changes
cirrus	huge	2 - 4 miles	storms
stratus	thin	low	calm
	billowy		heavy rains
	dark		fair weather
	layers		
	thunderheads		
	fog		
	fluffy		

It may be necessary to model appropriate structures for the oral narration:

______________________________ clouds are (appearance).

______________________________ clouds indicate (kind of weather).

The kind of writing that any student does in the classroom will ultimately depend upon their grasp of the subject and the priorities established by the teacher. The pattern is altered somewhat in the case of the student with limited English ability. His limitations will probably require the constant attention of the teacher.

In ESL methodology, there is a major concern that oral mastery should be previous to the written task. That guideline is effective in an oral language classroom where the emphasis is upon the sequential development of a second language. The realities of the content area classroom will sometimes necessitate a divergence from, or suppression of, such an ideal. It is preferable, however, to prepare the student with the visual and oral recognition before he is required to learn through the written word. That is not always possible.

There is a counterpoint to the stressed guideline. That is, the written task is a valuable reinforcement of the oral mastery. Again, modeling the correct form as in oral learning gives a necessary introduction to the writing assignment.

Translation assignments should be avoided except for lists of nouns or adjectives which involve the mastery of English inflections. These kinds of writing assignments are especially appropriate for students with limited language ability:

1. Copying— of vocabulary, dialogues, short paragraphs, diagrams and labels, etc.
2. Dictation— as reinforcement and evaluation of material mastered orally.
3. Rewriting a dialogue into a narrative— to practice the use

of verb tenses (the teacher will specify present, present progressive, past, etc.) and relative pronouns.

Example:

Juan: Did you go to Mrs. Martin's class today?

Joan: Yes, we have a test tomorrow on astronomy.

Depending upon the instructions, the student will convert the conversation to a narrative form:

Juan asked Joan, "Did you go to Mrs. Martin's class today?"
Mary said that she had gone. She told him that they would have a test tomorrow on astronomy.

4. Guided Composition— to give the student written command of clusters of information. It is a follow-up to the "Guided Discussion" in oral language development.

5. Dictation-Composition— to incorporate the listening, reading, and writing skills in one task. Again, such an activity is subsequent to the oral practice. The teacher will read a passage several times. Students listen carefully for key words and for structure and sequence. The teacher then elicits from the student(s) the written form of key words, giving guidance when necessary. Students will then recompose the passage, using the written keys.

6. Recombination— to practice the use of adjective placement, compound and complex sentence structure, etc.

Example:

The nucleus is the center of the cell.

The nucleus is the main control of the cell.

The nucleus is the control center of the cell.

The mirror is located below the stage of the microscope.

The mirror reflects the light across the opening.

The mirror, which is located below the stage, reflects the light across the opening of the microscope.

CIVIL RIGHTS

Level:

Grades 7 - 12

Objectives:

The student will be able to:

Discuss incidents prior to 1954 dealing with segregation and ethnic discrimination.

Discuss incidents after 1954 caused by desegregation laws.

List outstanding leaders in the Civil Rights movement.

Level of Communication:

Group

Procedure:

1. The teacher will conduct oral drills, incorporating statements referring to significant occurrences and laws affecting civil rights:

   a. Repetition (Use backward buildup if necessary.)
      Before 1954 white schools were not integrated with other ethnic groups. Equal education did not exist in the American schools, etc.

      (Las escuelas estaban segregadas en el Sur y en el Norte; Los negros, méxico-americanos, y otras minorías asistían a escuelas separadas.

   b. Substitution
      (All oral drills should be reinforced with visual aides where possible.)

      There were separate schools for Blacks.
      Mexican-Americans.
      Chinese.
      Anglos.

   c. Repetition
      After 1954, schools began to be integrated.
      Federal courts enforced the laws of the government.
      Busing of students was necessary to integrate the schools.

      (En mil novecientos cincuenta y cuatro, el gobierno federal ordenó que las escuelas fueron desegregadas.)

d. Substitution
There were problems in many communities.

demonstrations
riots

(La desegregación de las escuelas norteamericanas causó muchos problemas.)

e. Repetition
Workers organized themselves into strong unions.
Unions protested against low wages.
Labor movements gained many benefits through strikes.

(El movimiento de los obreros, a través de muchas huelgas, resultó en mejores condiciones de trabajo.)

f. Substitution
There were boycotts on schools.
restaurants.
department stores.
farm products.
supermarkets.

(El pueblo norteamericano boicoteó aquellas organizaciones con prácticas injustas.)

2. The teacher presents several civil rights leaders and organizations and leads an oral drill which incorporates pronunciation of their names and pictures and philosophies where possible.

g. Substitution
Dr. King led the fight for civil rights.
Malcolm X
César Chávez
Reies Tijerina
The N.A.A.C.P.
La Raza Unida

Materials:

Spanish-English Dictionary
U.S. maps that show ethnic concentrations
Newspapers
Photographs of civil rights leaders

Evaluation:

Completion questions (oral and/or written) incorporating the content and structures of the oral drill.

USING MAPS

Level:

Grades 7 - 12

Objective:

Students will be able to locate on an outline map—

- major rivers in Texas
- major cities
- population distribution
- oceans and seas of the world
- geological regions
- rainfall amounts
- racial migrations
- directions and distances
- mountain ranges, etc.

Rationale:

Because map work is necessarily visual, it is one of the activities most appropriate for limited-English speakers.

Procedure:

1. If the map work being introduced involves information the students may already be familiar with, a pretest should be used. (The teacher gives the students an outline map and preliminary instructions: Beside the dots, on the outline map of Texas, write the names of the six major cities.)

2. Presentation of items or distributions to be learned should at first be oral. Repetition and substitution drills will provide the student with the new vocabulary items for the individual written activities. He will also be expanding his oral English performance. (See examples of oral drills in the General Introduction.)

Substitution Drill:

Teacher: The English settled in New England
Students: (Repeat)
Teacher: Germans
Students: (Repeat)
Teacher: The Germans settled in New England.
Students: The Germans settled in New England.
Teacher: Scotch-Irish and Irish
Students: The Scotch-Irish and Irish settled in New England.
Teacher: Scots Highlanders
Students: The Scots Highlanders settled in New England.
Teacher: North Carolina.

Students: The Scots Highlanders settled in North Carolina.
Teacher: English
Students: The English settled in North Carolina.

(Continue, using Massachusetts; Dutch-New York; Scotch-Irish-New York; etc. Such drills should be reinforced with the simultaneous use of a map showing such settlement patterns.)

Simple pronunciation models and models of essential sentence structures can be recorded on tape for individual or group work. Tapes might include:

- names of countries, cities, rivers, etc.
- statements using north, south, east, west
  - (Texas is north of Coahuila, San Diego is south of Los Angeles, Arizona is west of New Mexico, etc.)
- statements using comparatives: Chihuahua is larger than Durango.
  - The Mississippi River is the longest river in the U.S., etc.
  - There are more Puerto Ricans in New York than in Houston.
- structures using who?, what?, and where?

Materials:

- Tapes
- Tape recorder
- Maps

Evaluation:

- Oral evaluation through drills and direct questions
- Outline maps to be filled in with particular locations, items or distributions

GUIDED NARRATIVE

Level:

Grades 7 - 12

Objectives:

Students will be able to compose oral and written narratives when they are provided with basic sentence structures and vocabulary.

Level of Communication:

Individual or group

Procedure:

(The following activities can be directed to oral and/or written narratives.)

Students are presented basic sentence structures which will be a framework for the narrative. In addition, the teacher supplies the students with a list of vocabulary items within categories as follows:

WHAT?	WHO?	WHEN?	WHERE?	HOW?	WHY?
Storming of the granary	Father Hidalgo	1810	Guanajuato	Frantic disordered attack	To gain freedom from Spain
Delano grape pickers strike and protest march	César Chávez	1966	California	Organizing farm workers	To improve conditions & salaries

(Who) ____________ led the (What) ________________ on (When) ______________. He (She) did it through (How) _______

He (She) did it to ________________________.

LOCATION	ZONE	CONTINENT	TOPOGRAPHY	LATITUDES
Colorado	Arctic	Europe	mountains	high
Puerto Rico	Temperate	North America	plains	low
Mexico	semi-tropical	South America	desert	median

(Location) ________________ is in the ______________ zone. It is in (continent) ________. It has many

(topography) ______. It is in the __________ latitudes.

Oral repetition and substitution drill should precede the student's individual performance.

The guided narrative activity is appropriate for many kinds of information presented in the history and social studies class:

- climate
- geography (locations)
- battles
- government agencies
- history of art (contributions, artists, themes, etc.)
- personalities

U.S. GOVERNMENT

Level:

Grades 7 - 12

Objectives:

Students will be able to:

1. Name the presidents of the United States of America.
2. List specific responsibilities of the Executive Branch of the U.S. government.
3. List the officers and agencies of the Executive Branch.

Level of Communication:

Individual or group

Procedures:

1. The teacher will give the students a list of the presidents of the United States and have them repeat the names in order to learn the correct pronunciations. (There are available sets of pictures of U.S. presidents to accompany such activities.)
2. The teacher will give brief historical facts about each president (as translations, as repetition drills, and as substitution drills). Such information and drill should, of course, be broken down into several presentations.

Examples of Repetition Drills

The teacher may choose to use the Spanish translation as well as the English translation in oral work and provide the Spanish in writing form to those students who need it. For longer statements in oral drills, the backward buildup should be employed:

eacher: George Washington was the first president of the United States.
(George Washington fue el primer presidente de los Estados Unidos.)

Students: Listen only.

Teacher: of the United States

Students: of the United States

Teacher: the first president of the United States

Students: the first president of the United States

Teacher: George Washington was the first president of the United States.
Students: George Washington was the first president of the United States.

Substitution Drill

Teacher: George Washington was a general in the United States.

Students: Repeat

Teacher: lived near the Potomac River

Students: George Washington lived near the Potomac River.

(Continue substituting other facts to be repeated in oral utterances.)

Abraham Lincoln was *the 16th president of the United States.*
a self-made lawyer.
anassassinated president
a liberator of the slaves

Franklin D. Roosevelt was *the 32nd (thirty-second) president.*
the only three-term president.
the cure for the Depression.

John F. Kennedy was *assassinated in Dallas.*
a Democratic president
very popular in Mexico.
a Catholic

Cabinet Positions and the Responsibilities of Various Departments

The Secretary of State is responsible for foreign affairs.
(El Ministro de Relaciones Exteriores es una persona que tiene responsabilidades internacionales.)

(Students will repeat and substitute as the oral drill proceeds.)

The Secretary of	*the Treasury*	is responsible for	*monetary*	affairs.
	Defense		military	
	Agriculture		agricultural	
	Health, Education & Welfare		health, education, and welfare	
	HUD		housing and urban development	

Federal Agencies

The Executive Branch has many federal agencies (La Rama Ejecutiva tiene varias agencias federales)

Repetition Drill

Teacher: There is the Office of Equal Opportunity.

Students: (Repeat.)

There is the Atomic Energy Commission.
There is the Arms Control Commission.
Interstate Commerce Commission.
American Red Cross Commission, etc.

Such oral drills which concentrate upon transfer of information should be repeated toward mastery of pronunciation and comprehension. Any charts, graphs, pictures, drawings, filmstrips, etc., which will contribute to acceleration of such mastery should be used.)

Materials:

Slide projector and slides on the Executive Branch
Pictures of the presidents
Encyclopedias and reference books on the Executive Branch
Transparencies of the structure of the Executive Branch

Evaluation:

Evaluation within the oral comprehension can be gauged by oral questions using the structures which have been used in the drills.

Multiple choice and fill-in-the-blank tests from the information drilled. Sentence structures should be those previously learned in the oral drills.

Duplicating a drawing representing the structure of the Executive Branch.

ACTIVITY IDEAS FOR REINFORCING ESL IN THE CONTENT AREAS

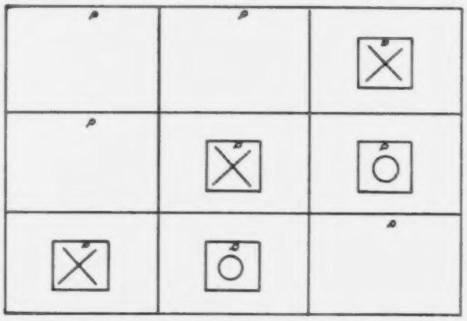
In order for children to internalize new vocabulary it is necessary for the teacher or teacher aide to provide opportunities for constant reinforcement, motivating activities which require maximum involvement, opportunities for successful interactions with peers and/or adults, and intellectual challenges.

The following games and activities can be used with small groups, large groups, or in a tutorial setting. They are adaptable to any content area or grade level, are inexpensive to make, and can be used as a spring-board to many other activities.

#1. TIC- TAC- TOE

MATERIALS:

L. There are any number of ways to play this game once the game board is constructed. The game board can be made of large heavy-weight tag board, wood, or other hard-backed material which can stand by itself or perched on a desk. Lines are drawn to make 9 equal boxes (see diagram below). In each box you can place a nail in the center, a hook, or simply slits, which will later be used to hold the game cards.



2. Make at least 9 small cards with the letter X on them, and 9 with the letter O. If your board has nails or hooks, make holes on the top of each card for easy placement.

3. Decide which vocabulary words you wish to teach, and which skills you wish to reinforce in advance. Make flash cards with these words on them. The flash cards can also be such things as math facts, science words, social studies words, or even letters or colors for younger children.

DIRECTIONS FOR PLAY:

Divide your group in two groups... half will be the X's, the others will be the O's.

If there is an extra child he may be the referee, score keeper, and the one who holds up the flash cards and asks the questions.

As a card is held up for each group, they may collaborate on an answer, but only the child whose turn it is may answer aloud.

The rules for each game should be decided in advance. For example, as the card is held up, the rule may be for the child to give the meaning of the word in the second language... i.e.

sumar	"to add"
restar	"to subtract"
multiplicar	"to multiply"

or the word might be read orally to the child and he or she would have to spell it... or a picture stimulus may be used instead of a word to elicit a desired response ... or the word might be shown and the rule might be to use it in a sentence, or to give a definition... or both!

After the child responds correctly, his or her group is allowed to place and X (or an O) in whatever slot they wish. The object of the game is to make tic-tac-toe either vertically, horizontally, or diagonally.

* Note: If you are pressed for time....you can even use the blackboard as your game board and have the students simply write in their X's and their O's.

As you play this game more and more you will begin to have a large collection of game cards. Store them in shoe boxes or manila envelopes so the children can continually have the benefit of added reinforcement. Also, covering the cards with contact paper will keep them protected and useable from year to year.

#2. TIC- TAC- TOE (second version)

This version of tic-tac-toe calls for two groups to compete against each other in a race of speed at the blackboard. The Caller calls out a word to be either translated, spelled, or defined. One person from each team goes up to the board to write the answer as quickly as possible. The team getting the correct answer first gets to fill in an "X" or an "O" on the tic-tac-toe board or on the blackboard itself. This game causes a lot of tension because of the speed factor; if one side continually wins, be sure to change the team members frequently after a certain number of game points are reached in order to avoid hard feelings among the students.

#3. BINGO

There are an infinite number of ways to play this game. The basic tools are a game board for each player with words or numbers written in the squares and a list of words or numbers for the caller to read aloud.

As the student hears the words he covers the ones he has with a fiche(can be a piece of paper, a paper clip, a penny, or whatever is available). The first student to obtain three in a row in either direction calls BINGO and wins the round. Each round can be worth so many points until a final point limit is reached and the game ends.

The versatility of this game is that the game boards can be made on any variety of topics or themes:

The boards can have such things as body parts (English or Spanish).

- plant parts
- arabic numbers
- historical facts
- technical terminology

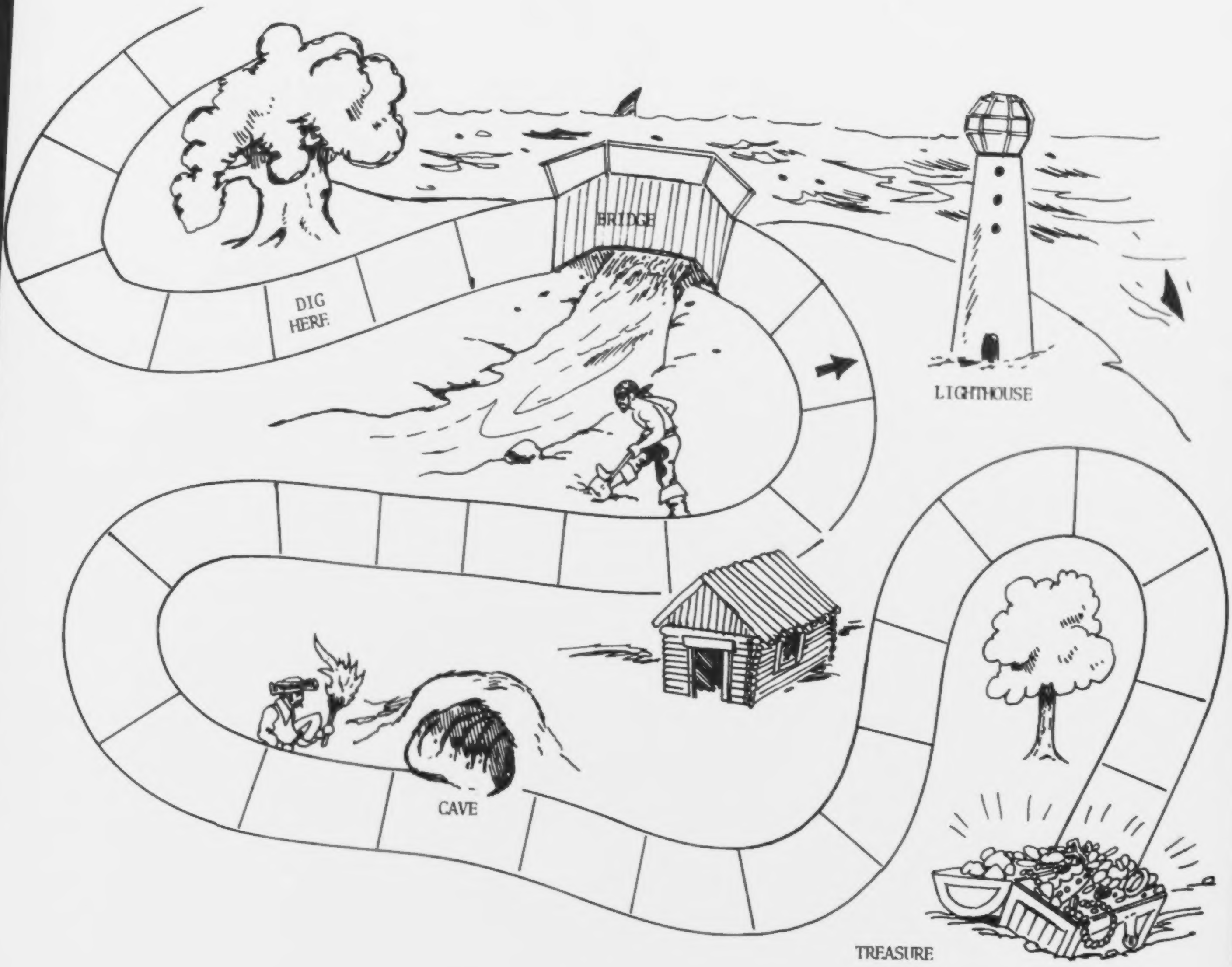
For each, decide on the skills you wish to reinforce. It might be just to have them read the words as they are called; or translate and cover the Spanish or English version; or cover the math facts after calculating mentally when a question is posed; or perhaps, as a number is called, have them recognize the number written out as a word.

Another aspect of this game is that the students themselves can make the game boards and the lists to be called. In this way they are getting a double-dose of reinforcement.

#4. GAME BOARDS

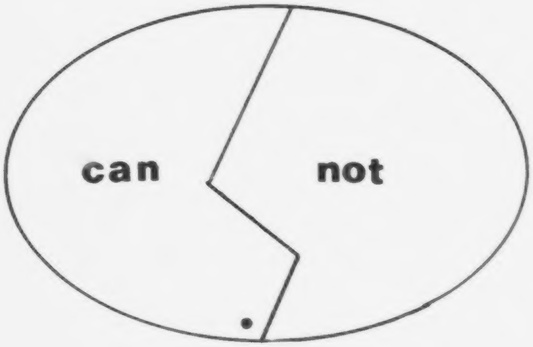
Game boards are also versatile word reinforcers. Game boards such as the commercial ones used for Monopoly or other games can be made and used with many different goals in mind. The students get to progress from space to space only after they answer correctly. To decide how many spaces to progress, you can use dice or a spinner.

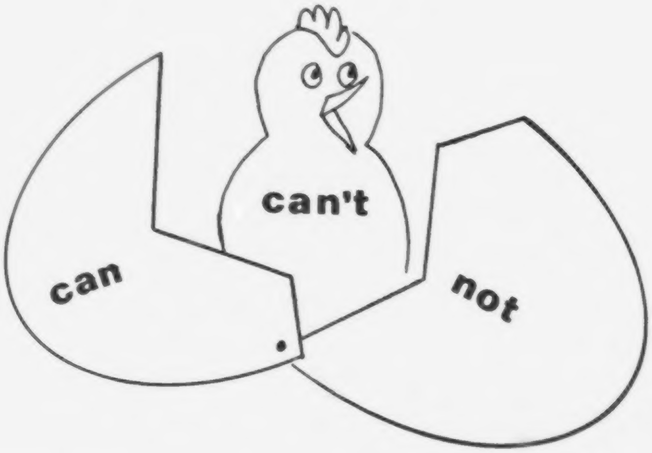
SAMPLE:


BRIDGE
DIG HERE
LIGHTHOUSE
CAVE
TREASURE

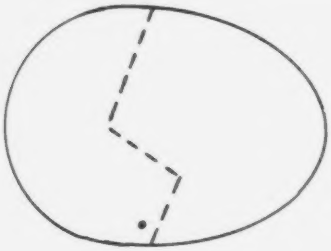
* Pop-opens

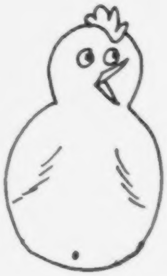
One of the nicest things about pop-opens is the smiles on kids' faces when when the answer is revealed!





Pop-opens are most effective on an early primary level. They are also particularly good as a demonstration device in a small or large group situation.





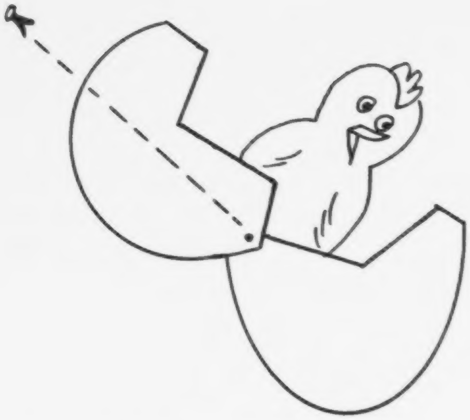
Use the patterns to make the egg and chick.

"Crack" the egg by making a jagged cut through the center.

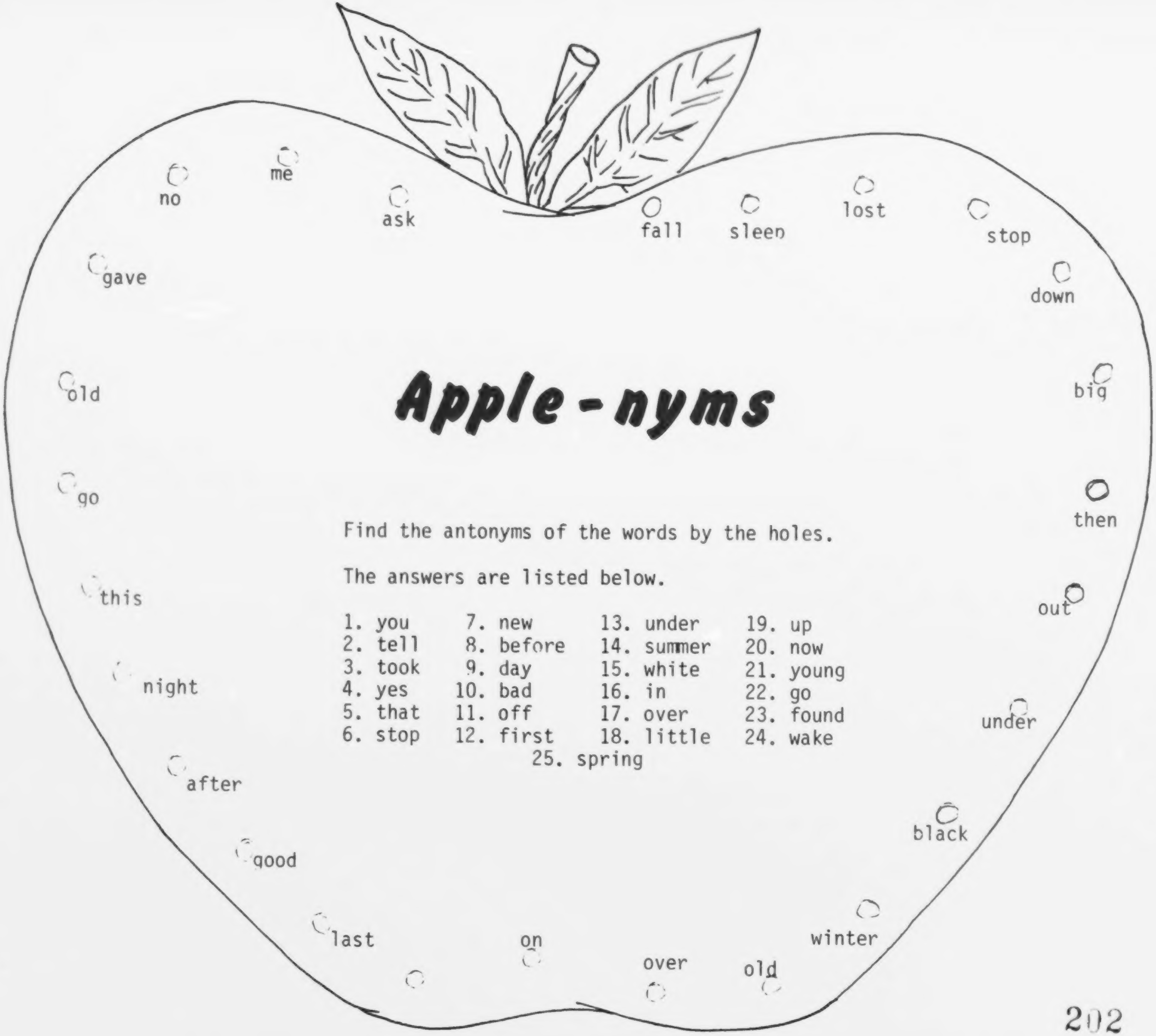
Overlap the edges of the crack, place the chick underneath, and stick a pin or compass point through all three pieces near the bottom. This should allow the egg to open on the pin hinge and reveal the chick.

Insert a brass fastener through the pinholes.

Write a question on the egg. The answer is placed on the chick.



*Games Teachers Make


gave
no
me
ask
fall
sleep
lost
stop
down
big
then
out
under
black
winter
old
over
on
last
good
after
night
this
go
old

Apple-nyms

Find the antonyms of the words by the holes.

The answers are listed below.

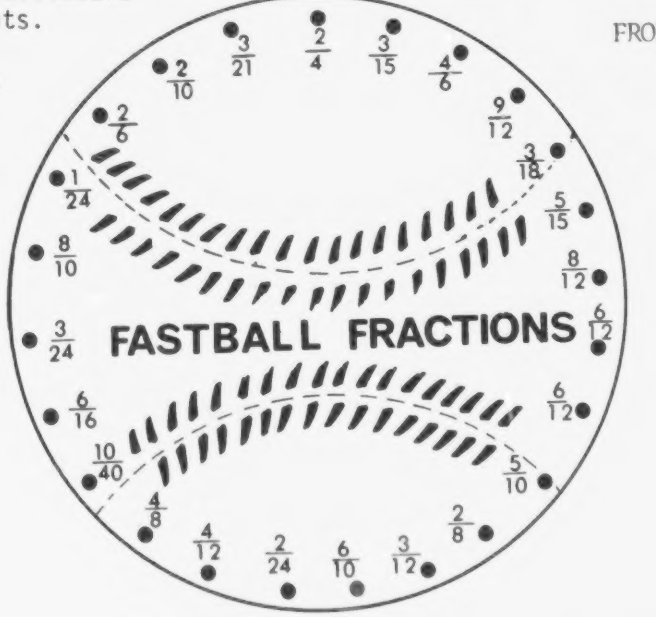
1. you
2. tell
3. took
4. yes
5. that
6. stop
7. new
8. before
9. day
10. bad
11. off
12. first
13. under
14. summer
15. white
16. in
17. over
18. little
19. up
20. now
21. young
22. go
23. found
24. wake
25. spring

PUNCH CARDS

Punch cards are one of the easiest kinds of games to make. In fact, making punch cards is a good way to introduce your kids to the art of game making. If you get 30 kids to make one card each from your patterns and directions, you'll have 30 different reinforcing games to interchange among your students. That's using your resources wisely!

Punch cards can be used by individuals to reinforce skills or concepts.

1. Child chooses a question.
2. Answers it orally or in writing.
3. Pokes a pencil through the punched hole.
4. Checks the answer on the back of the card.


2/4
3/15
4/6
9/12
3/18
5/15
8/12
6/12
6/12
5/10
2/8
3/12
6/10
2/24
4/12
4/8
10/40
6/16
3/24
8/10
1/24
2/6
2/10
3/21
FASTBALL FRACTIONS

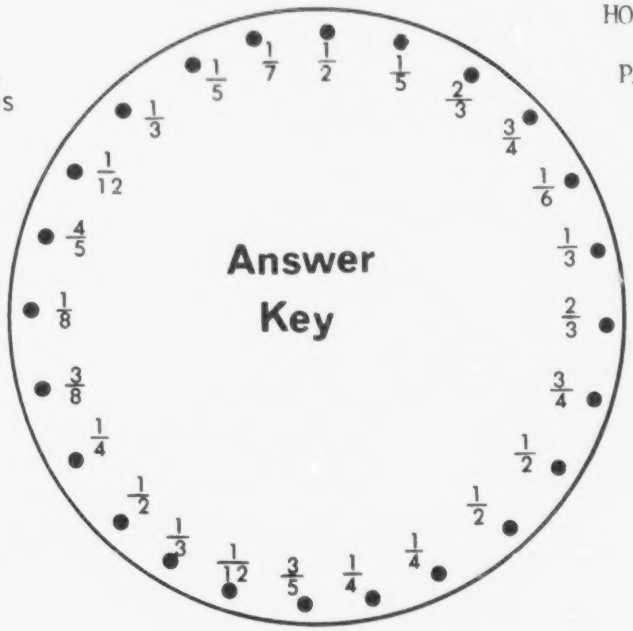
FRONT VIEW

Students can also use the cards in pairs.

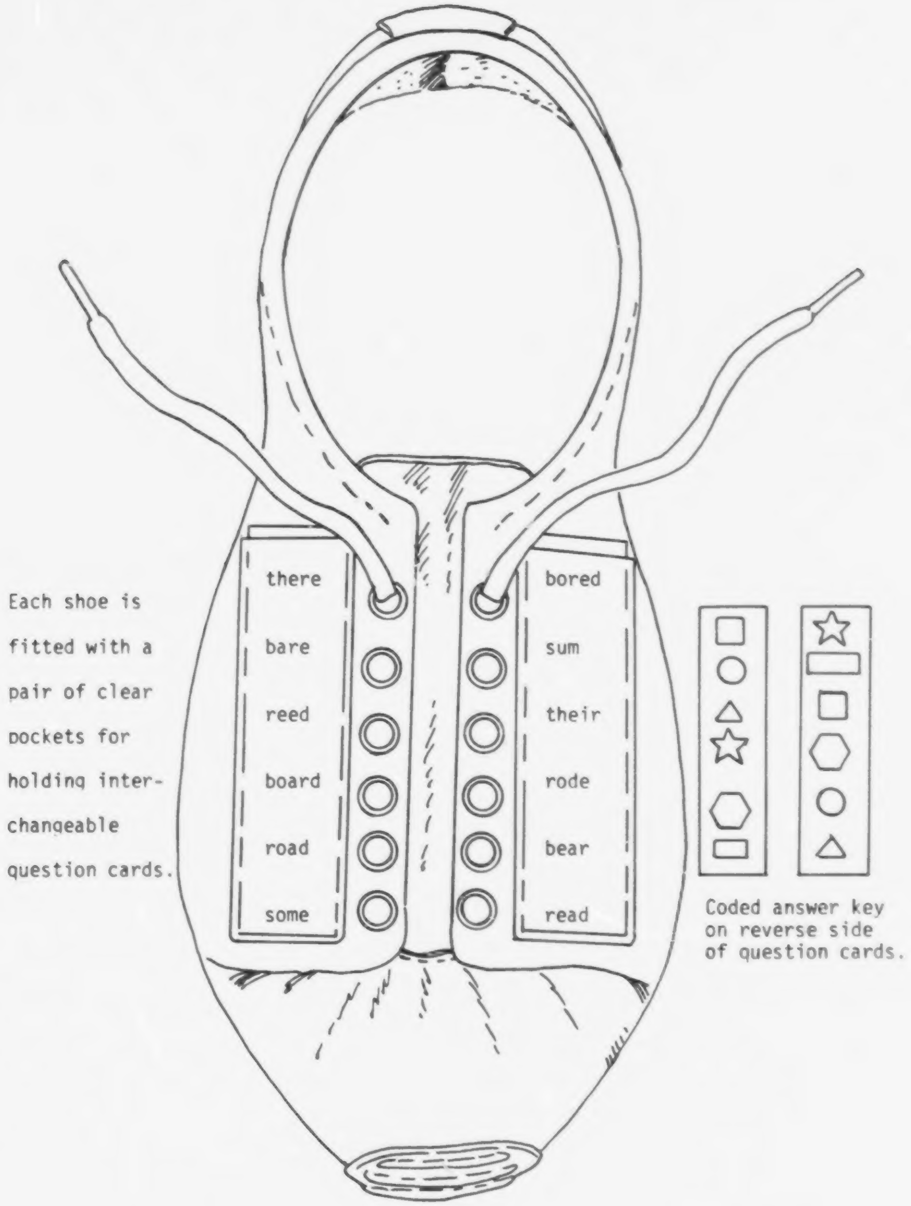
1. Students sit across from one another.
2. One student answers a question and pokes his pencil through the punched hole.
3. The other student checks the answer on the back.

HOLES MADE WITH

PAPER PUNCH


1/2
1/5
2/3
3/4
1/6
1/3
2/3
3/4
1/2
1/2
1/4
1/4
3/5
1/12
1/3
1/2
1/4
3/8
1/8
4/5
1/12
1/3
1/5
1/7
Answer Key

BACK VIEW

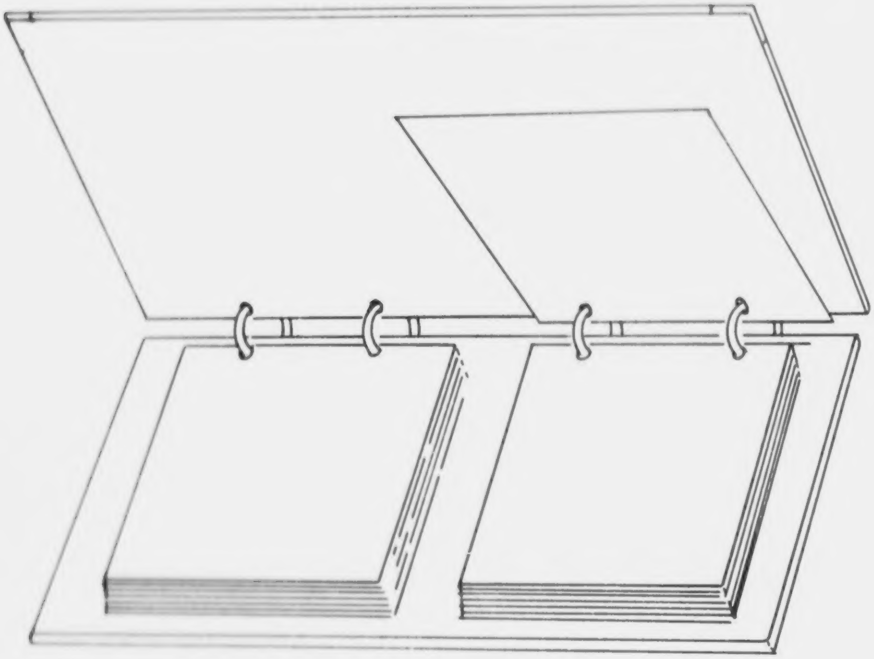

Each shoe is fitted with a pair of clear pockets for holding inter-changeable question cards.
there
bare
reed
board
road
some
bored
sum
their
rode
bear
read
Coded answer key on reverse side of question cards.

SHOE LACE MATCH ...

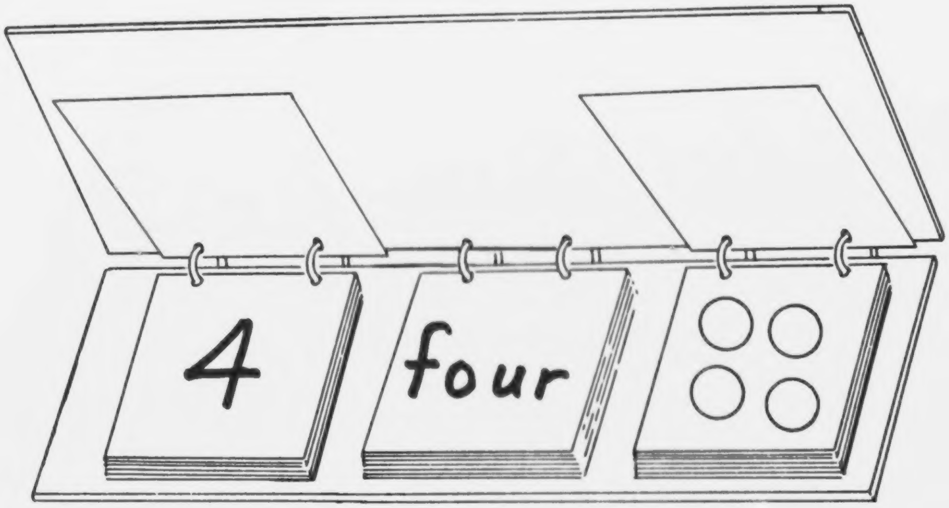
This game combines the advantages of interchangeable questions with a unique matching design. Children "lace" the shoe to match corresponding elements. Self-correction is accomplished by reversing and reinserting the question cards as shown in the illustration.

FLIP BOOKS

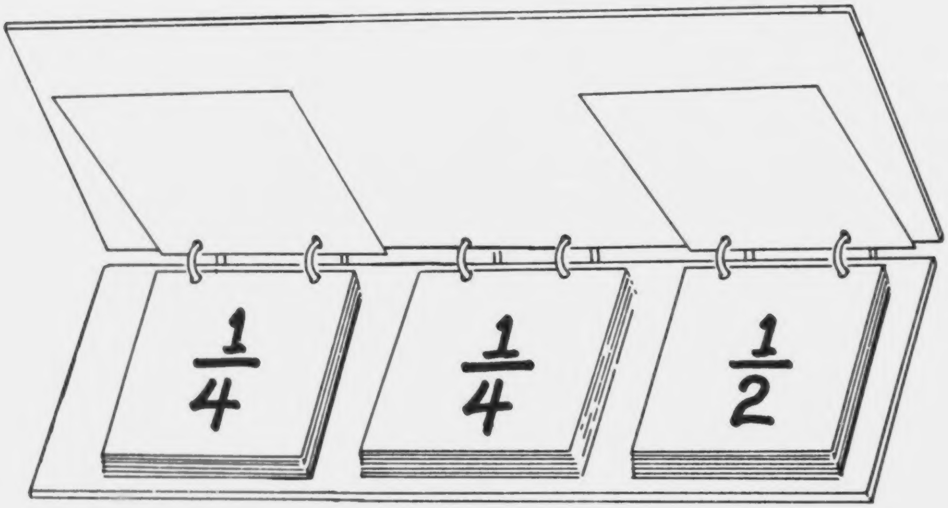
Flip books are one of the most versatile matching activities you can construct. Their design provides space for more extended questions or problems than that of most other matching games. Flip books are constructed by writing or mounting matching activities on two or more sets of cards, and binding them randomly between two covers with notebook rings or plastic spiral binders.



Children flip through the book to find the matching pages. Answers can be self-corrected by referring to the backs of the matching pages where color, number or letter codes verify correct matches.



This technique lends itself particularly well to sequencing activities. Children flip through the sets of cards until they have found the three or four pages in correct sequential order.



Fractional flips are excellent for reinforcing equivalencies and comparisons of fractions.

What's the Question?

This game is played much like the one on a popular T.V. game show of a different name!

The gameboard is made in a way that allows the cards to be removed and interchanged easily. Clear plastic pockets, hooks, velcro, magnetic tape, and menu clips are some of the techniques from which you can choose.

Choose a number of categories and prepare a list of questions and a set of answer cards for each. For example:

Category: Famous Americans

Answer card: He said, "Get your cotton pickin' hands off my gin!"

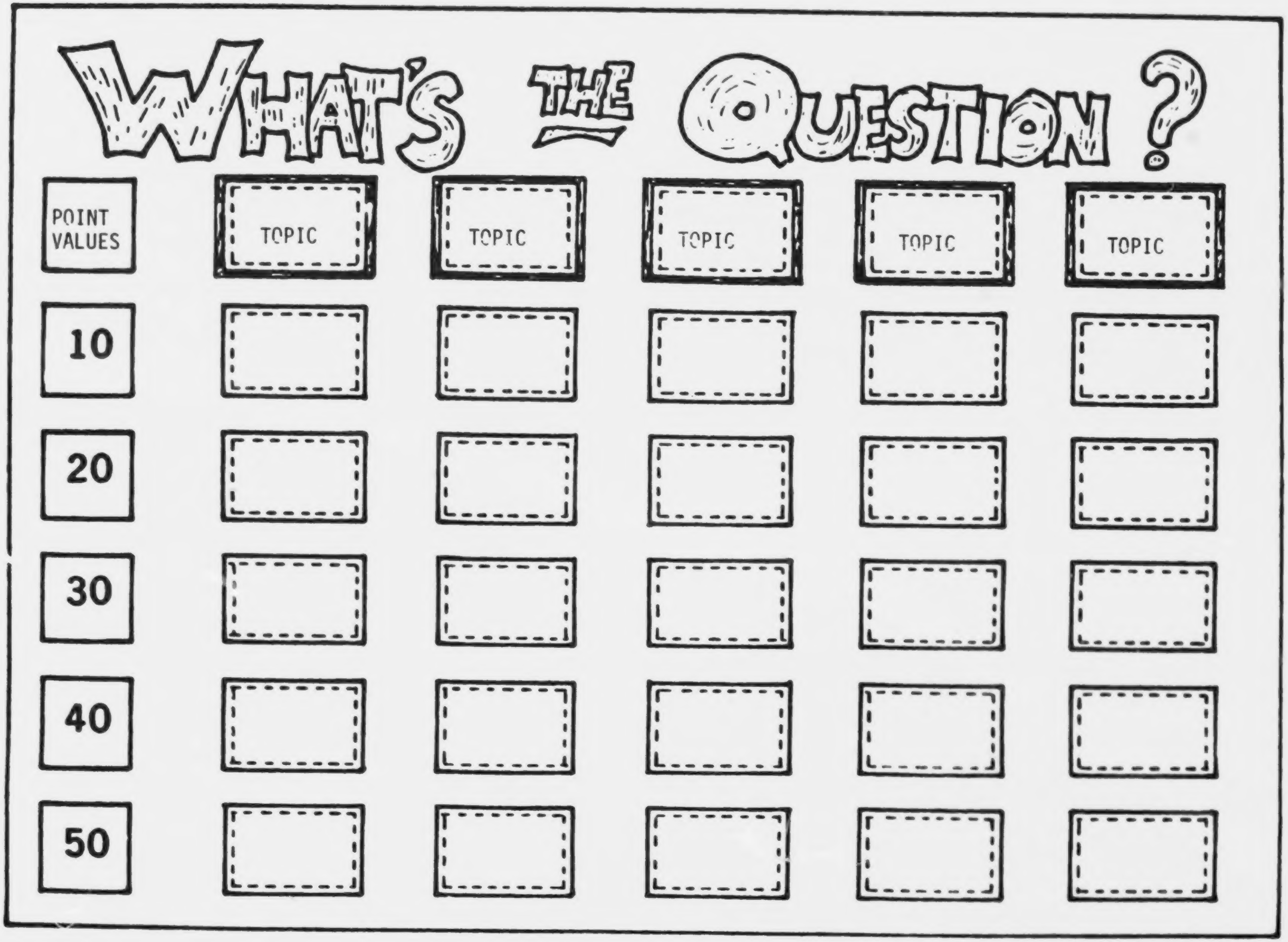
In each category, the cards should be of increasing difficulty and point value, so that the cards which carry the highest point value are the most difficult.

To begin the game, the first player chooses a category and point value. He has 10 seconds to respond with the correct "question". For example, the correct question for the sample answer card above is:

"Who is Eli Whitney?"

If the player answers correctly, he receives the number of points on the card. He may continue to choose cards until he misses a question. When a question is missed, anyone else in the class, or on the other team, can raise their hand and attempt to "question the answer". If that person answers correctly, he continues to choose cards until he misses a question. As the game show host, you, or a student you appoint, judge the correctness of all answers. A key with the answers and their correct questions can facilitate the process.

The winner of the game is the child or team with the most points when all of the cards have been removed from the board.



WHAT'S THE QUESTION ?

POINT VALUES	TOPIC	TOPIC	TOPIC	TOPIC	TOPIC
10					
20					
30					
40					
50					

ASSESSMENTS

PREASSESSMENT TEST FOR BILINGUAL
SOCIAL STUDIES PACKET

PART I. MULTIPLE CHOICE

Circle the answer which best completes each statement:

I. In 15th century Spain, the dominant dialect was:

a) Catalán

b) Andaluz

c) Castilian

D) Gallego

2. The Moorish influence in the Spanish language is evidenced by many words beginning with the letter (s):

a) "f"

b) "h"

c) "al"

d) "es"

3. After the disintegration of the Roman empire, Spain was overrun by the

a) Goths

b) Visigoths

c) Moors

d) Celtics

4. The largest Hispanic subgroup in the United States is:

a) the Puerto Ricans

b) the Mexican Americans

c) the Cubans

d) South Americans

5. The state with the largest percentage of Hispanics is:

a) Texas

b) New York

c) New Mexico

d) California

6. There are _________states in the United States with populations over 5% Hispanic:

a) five

b) nine

c) fourteen

d) eleven

7. Spanish known as __________ is still spoken by descendants of Spanish Jews;

a) Yiddish

b) Ladino

c) Judiño

d) Valenciano

8. Five states in the United States contain _______ of the Hispanic population.

a) 50%

b) 75%

c) 82%

d) 90%

9. Spanish is the dominant language in each of the following places EXCEPT:

   a) Canary Islands

   b) Balearic Islands

   c) Dominican Republic

   d) Trinidad

10. Reverse migration is a recent trend among:

    a) Mexicans

    b) Puerto Ricans

    c) South Americans

    d) Central Americans

PART II. SHORT ANSWERS

Fill in the blanks with the most appropriate answers:

11. A teaching technique which provides students with an organized preview of the content in the home language is the ____________________________.

12. The _____________________ is a technique for providing alternative learning experiences for students with differing learning styles and abilities.

13. The use of _________________ is an effective motivator which encourages independent study and provides enrichment activities.

14. A _______________________ provides the teacher with a fingertip knowledge of the language structures and phonological elements which interfere with the acquisition of the target language.

15. Useful oral drills for ESL in the social studies include (list 5)

_______________, _______________, _______________, _______________.

_______________.

16. Learning or reinforcing new vocabulary in the content areas can best be accomplished through the utilization of _________________,

_______________ and _______________.

17. For each of the specialized social studies vocabulary words listed in English, write the Spanish equivalent in the space provided to the right of each word:

amendment _______________________

jury _______________________

council _______________________

compass _______________________

taxes _______________________

18. For each of the nationalities listed in English, write the equivalent in Spanish in the spaces provided:

West Indian _____________________

Guatemalan _____________________

Costa Rican _____________________

Nicaraguan _____________________

Puerto Rican _____________________

19. Fill in the spaces provided with the capital cities of the countries listed:

Honduras ____________

Paraguay ____________

Uruguay ____________

Costa Rica ____________

Bolivia ____________

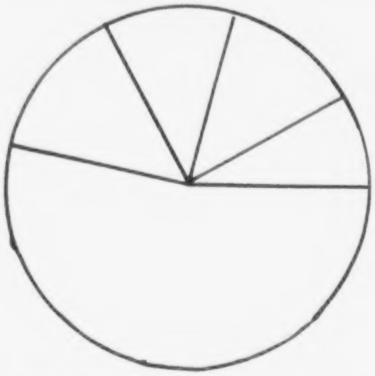
POST ASSESSMENT UNIT I

1. State a rationale indicating a minimum of 3 reasons why bilingual social studies teachers should possess a knowledge of Spanish-speaking cultures.

2. Indicate the states in the United States with populations over 5% Hispanic.

3. List the 21 Spanish-speaking countries/territories world-wide.

4. Fill in the graph with the corresponding subgroups of Hispanic Americans, according to the percentages indicated:



5. Explain why it is a fallacy to consider the vast majority of Puerto Ricans, Cubans, and Mexican Americans to be "immigrants" to the United States.

6. What is the role of the Spanish language vis-á-vis the Hispanic population in the United States?

7. List three important goals of the K - 12 social studies curriculum related to cultural pluralism.

8. Outline four basic components of a multicultural curriculum.

9. How have the racial attitudes of Hispanics been altered due to increased contact with Anglo Americans?

10. According to Chávez, how have American schools propagated Anglo conformity views of acculturation and adherence to the melting pot philosophy?

POST ASSESSMENT UNIT II

1. Name five social studies disciplines in Spanish.

2. Translate the following sociological terms to Spanish:

   culture
   assimilation
   desegregation
   discrimination
   prejudice

   racism
   immigration
   stereotype
   acculturation
   ethnic group

3. Name ten ethnic groups or nationalities in the Spanish language.

4. List seven continents in Spanish.

5. Translate the following holidays to Spanish:

   Thanksgiving
   Christmas
   Easter
   Halloween
   May Fifth

   Valentine's Day
   Passover
   Columbus Day
   Labor Day
   New Year's Day

6. What are the advantages of the bilingual study guide? (List a minimum of 3).

7. What are the five parts of the bilingual study guide?

8. What is the purpose of the differentiated lesson plan?

9. List four ways students can be grouped together to facilitate their success.

10. List and briefly describe three types of innovative bilingual social studies learning centers.

POST ASSESSMENT UNIT III

1. Why is it important for the bilingual social studies teacher to have a knowledge of English as a Second Language methodologies and to be able to implement them on a regular basis?

2. What is a contrastive analyst?

3. How can the contrastive analysts be helpful to the bilingual social studies teacher?

4. List a minimum of five structures in English that cause difficulties for the Spanish-speaker attempting to learn English.

5. How do final consonant clusters in English differ from final consonant clusters in Spanish?

6. Define and give four examples of pattern drills.

7. Choose one pattern drill and give an example of how it can be used to further ESL through the social studies content area.

8. Mention three purposes for utilizing games and other activities for ESL reinforcement in the content areas.

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TI History For the Future: The Contributions of the Spanish-Speaking Population to the History of the United States.

YR April 75

AU Nava, Julian.

AV Not available separately. See proceedings: National conference on Bilingual Education (Austin, TX. April 14-1. Council on Bilingual Education, November 1, 1975. VA 22210. ($10.78, Microfiche $0.76, ED106042) ED109261) 406130) HE $0.83, #D166596).

AB The contribution of Spanish-speaking people to the history of the United States is discussed in light of public controversy over textbook bias in California and elsewhere. Since the 13th century, European and U.S. history has been dominated by a Northern European point of view perpetuated by French, German, Dutch and English Historians who wrote history books that were biased toward their own language and countries. Northern European bias against Spain and Portugal helps explain why the accomplishments of Iberian peoples are commonly omitted in European history books. In the United States, the Mexican American contribution can be measured not only in terms of books, plays, and scientific innovations, but also in the regional progress of agriculture, industry and politics in the United States Southwest. It is suggested that American educators dispose of the idea that Mexican Americans as a group will become assimilated, particularly if assimilation means giving up a culture rooted in the advanced Indian civilization of Mexico, 300 hundred years of Spanish colonial history, and the history of national Mexico itself. (ML).

ER ED 086429.

TI Cartel: Annotated Bibliography of Bilingual Bicultural Materials, No. 12. Cumulative Issues, 1973.

YR December 73.

AV National Dissemination and Assessment Center, 7703 North Lamar Boulevard Austin, TX. 78752. ($3.70). Eric Document Reproduction Service, P.O. Box 190, Arlington, VA 22201. ($10.76, Microfiche $0.76, ED086429

AB Approximately 400 books, curriculum guides, journals, and educational resource materials published between 1967 are listed in this annotated bibliography of bilingual-bicultural materials. Entries are grouped under the following subject headings: (1) American Indian Cultures -- general; (2) Arts and Crafts; (3) Audiovisual Materials; (4) Chamorro Language and Culture; (5) Cherokee Language and Culture; (6) Chinese Language and Culture; (7) Choctaw Language and Culture; (8) Driver Educa-

AS tion; (9) Early Learning; (10) English as a Second Language; (11) Evaluation Instruments; (12) French Language and Culture; (13) Hispanic Cultures; (14) Library Books; (15) Mathematics; (16) Mexico and Mexican American Culture; (17) Music, Games and Dances; (18) Navajo Language and Culture; (19) Parental and Community Involvement; (20) Portuguese Language and Culture; (21) Professional Reading; (22) Puerto Rico and Puerto Rican Culture; (23) Reference Books and Bibliographies; (24) Resource Materials; (25) Russian Language and Culture; (26) Science; (27) Social Studies (28) Spanish as a second Language; and (29) Spanish Language Arts.

TI Manual para acompañar el mapa: Presencia Hispanoamericana los Estados Unidos (Manual accompanying the map: Hispanic American Presence in the United States).

YR 78.

AV Bilingual Materials Development Center, Department of Curriculum, Fort Worth Independent School District, 6000 Camp Bowie Boulevard, Suite 390, Fort Worth , TX 76116.

AB This bilingual mini-history of Hispanic America is designed to accompany a poster-size map depicting the role of hispanic people in U.S. history and culture. It contains brief descriptions and illustrations of significant milestones and important people in Hispanic American History. The text is in English and Spanish, (MRL).

TI Estudio cultural de Puerto Rico. A Cultural Study of Puerto Rico.

YR September 74.

Au Santiago, Jorge. Torres, Francisco. Maldonado, Sonia. Deane, Minerva.

AV National Dissemination and Assessment Center, 7703 North Lamar Boulevard, Austin, TX. 78752, ($2.00). Eric Document Reproduction Service, P. O. Box 190, Arlington, VA 22210. ($4.43, Microfiche $0.86).

AB This book presents resource materials for teaching the cultural heritage of the Puerto Rican student. It includes biographical sketches of outstanding figures in Puerto Rican history from colonial times to the 20th century. It also contains descriptions of national festivities and holidays, as well as poetry representative of Puerto Rican literature. A list of evaluation exercises for the student follows each reading selection. A bibliography of six citations is included. (CO.)

TI Guías para los carteles Puertorriqueños (Guides for the Puerto Rican posters).

AU Colón, Luisa. Rivera, Carlos. Maldonado, Juan, Illustrator.

AV National Dissemination and Assessment Center, 7703 North Lamar Boulevard, Austin, TX 78732 ($1.50, plus $5.00 for 4 posters). Eric Document Reproduction Service, P.O. Box 190, Arlington, VA. 22210. ($4.43, Microfiche $0.76).

AB The four teachers' guides and corresponding Puerto Rican posters in this set cover the following: (1) my race, origins and history of the Indian, African and Spanish strains which make up the Puerto Rican people; (2) distinguished Puerto Ricans, a painter, patriots and a composer; (3) distinguished women, poets, a mayor, a patriot, and an educator; and (4) Puerto Rican governors, five governors of the commonwealth. Each narrative or biographical sketch in the guides is followed by lists of suggested learning objectives, materials needed for the lesson, instructions for presentation to the students, vocabulary and classroom learning activities. (DS).

TI Mexican American Studies: The Gateway and the Barrier.

SE Learning achievement packages (series).

YR June 77.

AU Iruegas, Efraín. Rendon, René.

AV National Dissemination and Assessment Center, 7703 North Lamar Boulevard, Austin, TX 78752. (ISBN 0-89417-097-x. $3.00). Eric Document Reproduction Service, P. O. Box 190, Arlington, VA 22210. ($7.35, Microfiche $0.83, ED148168).

AB This publication presents two suggested Mexican American studies curriculum units developed to deal with the learning problems of students with special language dificulties. Originally developed for grades 7 through 12, these units may be adapted for use in adult education or at any other grade level. The units are entitled "Mexican Immigrants in the United States and Imperial Valley" and appear in an English and Spanish version. A series of reading passages, a glossary of relevant vocabulary, suggestions for extended activities, and worksheets to accompany the readings are included. The units are followed by seven-items and nine-item bibliographies, suggestions for teachers using the units, and answer sheets for the worksheets. (DS).

ER ED 127825.

TI Social Studies, Book: A Bilingual Multicultural Guide, English-Spanish.

YR June 75.

AU Mata, José G.

AV National Dissemination and Assessment Center, 7703 North Lamar Boulevard, Austin, TX 78752 ($3.50). Eric Document Reproduction Service, P. O. Box 190, Arlington, VA 22210. ($10.03, Microfiche $0.83 , ED127825).

AB This is the first of two Social Science Guides designed for the Bilingual Multicultural classroom. Although originally intended for the fifth grade, it is also appropriate for use in other elementary grades and possibly in some Junior High School classes. The guide may be used independently or as a supplement to other social studies programs. Activities may be done in writing or orally; in English or in Spanish; and with the entire class, in small groups, or individually. Fifteen curriculum lessons are presented: (1) studying man: adaption; (2) the legend of the eagle and the serpent; (3) the building of a city -- Tenochtitlan; (4) all occupations are of the southwest; (7) Mexican American contributions , successes, challenges; (8) Lincoln, Juarez, King; (9) Who is a citizen?; (10) the power of the vote; (11) the legislature -- making laws to run a nation; (12) the presidency executing the laws; (13) the judiciary -- interpreting the laws; (14) why people use drugs; and (15) places of worship in my barrio. The lessons present concepts, behavioral objectives, vocabulary, recommended materials and ways to use them. Activities, evaluation and optional activities, a bibliography and an answer key for worksheets are also included. (author/DS)

TI Pintando también se aprende : Aspectos de la cultura Puertorriqueña (You Learn by Coloring, Too): Aspects of Puerto Rican Culture)

YR 77.

AU Cadilla de Ruibal, Carmen Alicia. Maldonado, Juan, Illustrator

AV National Assessment and Dissemination Center, 49 Washington Avenue, Cambridge, MS 02140 ($1.25).

AB A collection of vignettes dealing with Puerto Rican culture is presented as a reading and coloring book for Puerto Rican children and children of Hispanic origin in general at the kindergarten to first grade level. Each set of facing pages covers a different topic in the history, geography, customs, and traditions of Puerto Rico. Readings, either prose or poetry, are on the left, illustrations on the right. Questions to elicit student responses to the text and pictures follow each reading (DS).

TI Puerto Rican History, Civilization, and Culture: A Mini-Documentary.

AV Dissemination Center for Bilingual Bicultural Education, 6504 Tracor Lane, Austin, TX 78721 ($2.00)

YR 73.

AB This publication was compiled from a number of smaller manuscripts dealing with various aspects of Puerto Rican history, civilization, and culture. The book is designed to: (1) provide teachers of middle school and high school students with instructional material which covers all these aspects in a related sequential manner; and (2) provides information that will stimulate further study and interest in Puerto Rico among both students and teachers. A historical review of the country is provided, with emphasis on the major historical points which determined the development of Puerto Rican culture and modern-day society. The major headings are: (1) economic development; (2) Puerto Rican culture; (3) Puerto Rican music (a number of songs are given here); (4) other typical pastimes (fiestas, holidays and sports); (5) cultural centers and related aspects of Puerto Rican culture; (6) Puerto Rican foods; (7) important dates and holidays in Puerto Rico; (8) Puerto Rican Flora and Fauna; (9) famous Puerto Ricans; and (10) Architecture in Puerto Rico. The book also includes a bibliography of publications divided into these areas: Puerto Rican authors, books in spanish and books in English; children's books in English; children's books in Spanish; and related Puerto Rican studies.

AU Seelye, H. Ned, ED.

IN Illinois State Office of the Superintendent of Public Instruction, Springfield.

TI Teaching Cultural Concepts in Spanish Classes.

YR 72.

AB Foreign language and bilingual-migrant supervisors in the office of the superintendent of public instruction in Illinois are seeking to broaden the goals of foreign language instruction by introducing cultural education along with language instruction. This publication consists of 17 articles on many aspects of the teaching of culture in foreign language classes, specifically Spanish classes. Information includes: (1) a one-act play-commentary on the lack of relevance in foreign language classes; (2) a documented review of the state of culture in foreign language classes; (3) an attempt to implement a variety of cultural objectives; (4) a discussion of techniques for teaching cultural concepts; (5) recent sources of ideas concerning the aim of social studies instruction; (6) an example of how content sources might be organized around a pertinent topic; (7) a description of a bilingual/bicultural experiment; (8) an example of how a language class can develop sympathetic understanding of a peer culture, (8) an outline of aspects of Latin American culture which can be developed in brief daily lessons at the end of the Spanish class and (9) an annotated bibliography of some 200 recent.

AU Archuleta, Lena, Comp.

IN Denver Public Schools Colo. (88801662)

TI The rodeo and cattle industry -- its rich Spanish-Mexican heritage. A bilingual-bicultural resource booklet for teachers, pre-school through grade six.

YR 73.

AB This teacher resource book describes the Spanish-Mexican contribution to the cattle industry, rodeo, and cowboy culture. It provides background material, resources, and activities for developing a bilingual-bicultural education course for primary, intermediate, and upper grades. The first three sections discuss the cattle industry, American rodeo, and its Hispanic heritage. Section four contains examples of Spanish language contributions to western cowboy culture. Section five examines the history of the horse in North America, and the Spanish-Mexican horseman known as the "charros". Section six describes the "charrería", or the Spanish-Mexican horsemanship events, and compares them with the American rodeo. Section seven briefly describes the local Denver and Pueblo, Colorado, Charro Associations. Section eight and nine provide songs, poems, and riddles of the Spanish-Mexican cowboy. The final three sections contain resources and learning activities on Spanish-Mexican contributions for primary, intermediate, and upper grades. (DE).

AU Lizcano, Jeannette; Garza, Laura Leticia.

IN Crystal City Independent School District, Tex. (88810189).

TI El Cinco de Mayo. The Fifth of May.

SN Office of the Deputy Commissioner for School Systems (OHEW/GE).

AB "El Cinco de Mayo", a commemoration of when Mexican troops defeated French invaders, is the topic of this unit developed for the Bilingual/Multicultural Education program of the Crystal City Independent School District, Crystal City, Texas. As unit objectives, the students are to demonstrate their comprehension of the significance of "El Cinco de Mayo" by (1) answering correctly 8 of the 10 test questions and (2) participating in oral discussions utilizing four study questions. The study questions are: (1) Why do we celebrate "el Cinco de Mayo"? (2) What kind of celebration is held in Crystal City for "El Cinco de Mayo"? (3) Who was Benito Juarez? Why do we have a statue of him by the City Hall? and (4) In what way can the struggle of the Mexican people against the French be compared to the Chicano Movement? The unit's narrative section consists of both an English and a Spanish version. The 10 test questions are also included. (NO)

AU Espinoza, Delia; Lopez, Santiago, Illustrator

IN Crystal City Independent School District, Tex. (88810189).

TI Módulo Navideño, Nivel Primario. (Christmas Module, Primary Level).

SN Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C., Div. of Bilingual Education. (88807242).

YR 73.

AB Four units are combined to form this primary level unit on Navidad (Christmas). It discusses and compares 3 cultures: the Mexican, the Chicano, and the Anglo-Saxon. The unit consists of: (1) LL"La Muñeca más Bella de Wildrose", a story by Amado Nervo which shows children's feelings of love and tenderness; (2) The Mexican tale "El Regalo", a detailed panorama of a beautiful town -- Taxco (Guerrero), Mexico; (3) The Chicano tale, "Recuerdos," which depicts the culture that is enclosed in the Mexican American people; (4) "El Angel Caído", a story, illustrated by children, whose principal objective is to demonstrate the Chicano child's art, sensitiveness, and imagination; and (5) a brief history of the origin of Navidad, The Posadas, and The Piñata. Objectives, a pretest and a post-test, a start, a vocabulary list of new words, and some suggested activities are given for each unit. The vocabulary, place, people, and history are characteristic of Chicanismo; the student-teacher interaction and the familiarity shown are distinct from those characteristic of other races. The Anglo-Saxon history shows their way of life and feelings, which differ greatly from those of the Mexican or Chicano. (NQ).

AU Herrera, Gloria; Lizcano, Jeanette.

IN Crystal City Independent School District, Tex. (88810189).

TI La Celebración de Navidad. Para la Secundaria. (The Celebration of Christmas, Secondary Level.).

AB The Celebration of Navidad (Christmas) by various cultures is the topic of this secondary level unit. Unit objectives are that the student will be able to differentiate between his culture's Christmas customs and those of the dominant culture, and be able to relate their origin. The customs of Mexico, Panama, and South Texas are discussed. Also included are: (1) "Las Pastorelas", a Christmas play about the shepherds; (2) the story "The Purchase"; (3) The poem, "La Navidad"; (4) the songs, "Las Posadas", "Los Santos Reyes", "Bolerías de Navidad", "A la Nanita Nana", "Fum, Fum, Fum", "Natividad", "A La Rorro Niño" and "la Noche Buena ", and (5) Recipes for Tamales, the meat for Tamales, and Buñuelos. (NQ).

AU Espinoza, Delia; López, Santiago, Illustrator

IN Crystal City Independent School District, Tex. (88810189).

TI Día De Dar Gracias. Módulo Nivel Primario. (Day to Give Thanks. Module Primary Level.).

SN Bureau of Elementary and Secondary Education (OHEW/OE), Washington, D.C., Div. of Bilingual Education. (88807242).

YR 73.

AB Día de Dar Gracias (Thanksgiving) is the subject of this primary level unit. The unit objectives are to: (1) Know about el día de dar Gracias as it is celebrated in the United States; (2) know how the Mayas celebrated it; (3) understand the context of the stories in the unit; (4) know about the main food used, the turkey; (5) distinguish other peoples' customs from those of this country; (6) develop a minimum of 3 activities on the Thanksgiving theme, and (7) answer the major part of the final exam. The unit consists of a brief history of how the Mayas, along with the ancient Greeks, Romans, and Celts, had celebrations to give thanks for their harvest before the Pilgrims did; the story "Guivito el Guajolote"; a vocabulary list; a pretest and a post-test; suggested activities; and a form for teacher evaluation. (NQ).

AU Psencik, Leroy F.

TI Teaching the History and Culture of the Mexican American in Social Studies.

YR. 72

AB General references, curricular references, textbook and supplementary references provide the social studies teacher suggestions for materials to be used in an integrated approach to teaching the history and culture of the Mexican American. (SHM).

AU Cubb, Hubert.

IN Atlanta Public Schools, Ga. (1EE04722).

TI Viva Nuestra Amistad IV: Spanish activity packet (Long Live Our Friendship).

YA 73.

AB This Spanish activity packet was designed to be used with the map-study portion of each of twelve units in a second-year course in Spanish. Each unit deals with a different Spanish-speaking country or place, such as Puerto Rico, Columbia, Venezuela or Peru.

Included here are worksheets, games, map outlines, crossword puzzles, skits, and cultural tips for each area. Each activity is accompanied by a statement of behavioral objectives given in terms of pupil performance. (HW).

AU Carpero, Milagros

IN Prince George's County Board of Education, Upper Marlboro, Md. (LYR73800).

TI Puerto Rico and the Puerto Ricans: A teaching and resource unit for upper level Spanish students or social studies classes.

PR EDRS Price - MF01/PC04 Plus Postage.

Yr. 73

AB The subject of this teaching and resource unit for Spanish students or social studies classes is Puerto Rico and the Puerto Ricans. The unit has sections dealing with the present conditions of the Puerto Ricans, their culture, and historical perspectives. The appendixes contain: (1) demands of the Puerto Ricans, (2) notable Puerto Ricans, (3) background information for the teacher, (4) legends, (5) Spanglish, (6) Puerto Rican dishes, and (7) sources of information and materials. Also provided is a bibliography of additional sources of information on Puerto Rico and the Puerto Ricans. The text is in English. (SK).

AU Wilson, Jeanette.

IN Montelores Studies Center, Cortez, Colo. (**302367).

TI Our Hispano Heritage (unit with suggested activities).

SN Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.

YR. 69

AB This curriculum unit for elementary students, developed by the Montelores studies center, Cortez, Colorado, and funded by the Elementary and Secondary Education Act, Title III, presents a history of the Spanish Americans and Mexican Americans and suggests student activities. The history section outlines the historical development of the Spanish-speaking peoples of the southwestern United States from the time of the early Spanish explorers to the present. The activities section contains suggested activities, reference materials, available from the Montelores Studies Center, and an annotated bibliography. (TL).

AU Kennedy, Dora F.

IN Prince George's County Board of Education, Upper Marlboro, Md. (Lyr73800).

TI Mexican Americans: A Teaching and Resource Unit for upper level Spanish students.To be executed in Spanish or in English for Social Studies classes, or classes in Hispanic cultures.

YR 71

AB This teaching and resource unit on Mexican Americans is designed for advanced level students of Spanish, mainly in the Eastern United States, who are of middle-class, suburban background. One of its chief purposes is to increase the understanding of needs of minority groups so that future voting citizens of the majority culture will be more disposed to change and to finance change. The objectives of the unit are presented along with details on suggested books and materials, method and content with areas of emphasis, organization and activities, and means for evaluation. A sample test and attitudinal survey are included. Supplementary information includes a Chicano glossary, a chronological outline of Mexican History, a listing of members of the Chicano press association, a listing of sources of information, an annotated bibliography on Mexican Americans and Mexico, and a list of Mexican American Resource persons in the Washington, D.C. area. (Author/Vm)

AU Valdez, Bernard; and others.

IN Adams County School District 12, Denver, Colorado (DUN09317)

TI Social Studies unit "Los Hispanos.".

IS Rie Jun 71.

YR 69

AB The social studies curriculum committee of school district no. 12, Adam County, Colorado, developed this booklet in an effort to offer a more complete social studies program since administrators and teachers in the system recognized the need for a better understanding of the contributions of the "Hispanos," the forgotten minority, to the development of the Southwest. Material given in the document was designed to help teachers understand the culture, and thereby the needs, of the Hispano child. Selected articles on history, economics, culture changes and acculturation, and education are included, and 2 social studies teaching units are provided: "Mis Amigos Pilgrims of the Southwest" for primary grades and "The Forgotten People - Mis Amigos" for intermediate grades. In addition, a selected book list on Hispanic heritage provides citations appropriate for all age groups.

priate for all age groups. (EJ).

AU Alchin, Don D.

IN Dade County Public Schools, Miami, Florida. (HWP20100).

IS Rie May 73.

YR 71

AB In this elective quinmester course clustering around behavorial studies, Junior High students study Cuban heritage; Cuban events leading up to the migration to the U.S.; and Cuban-American population as it now exists in the U.S. including refugee problems, contributions, and the future. The focus is upon helping teachers and students understand and view the Cuban influx in Miami as a unique social phenomenon by comparing similarities between problems faced by earlier immigrants to America and those faced by minority groups such as today's Cuban refugees. The course content outline contains seven parts: 1) The Nature and Significance of the Cuban Influx; 2) A Brief Survey of Cuban Culture, Geography, and History; 3) A study of America's Spanish Heritage; 4) The Psycho-Social, Economic, Language, Educational, and Cultural Problems of the Immigrants; 5) Contributions made by Cubans; 6) Significance of Cultural Pluralism; and 7) Examination of How the Study Might Affect the Future Relationships of Cubans in Miami, along with suggestions for better human relations. The format arrangement is identical to other quinmester courses with sections on goals, content outline, objectives, learning activities, and materials. (Author/SJM).

IN Minnesota Univ. Minneapolis. Project Social Studies Curriculum Center. (BBB95937).

TI United States History: From Community to Society. Unit two Spanish and French settlement of North America. Grade six. Project social studies.

YR 68

AB Colonization of America is the theme of this second social studies unit for 6th grade students. Reasons for colonization are briefly discussed. The unit then takes up the Spanish settlement of Mexico, the way in which the Spanish took their culture with them to the New World, differences in the way in which the Aztecs and the Spanish perceived the same environment, the contact of the Spanish with the Aztecs, and cultural diffusion. In the next part of the unit, pupils turn to the French settlement of Canada, studying it in much the same way that they studied the Spanish colonization and contact with Indians. Pupils contrast the French and Spanish settlement as well as the European and Indian cultures which came into contact with each other. A book of student readings on the colonization of North America by the French is included. The format of the unit is described in unit I SO 003 147, and detailed information on course objectives, teaching strategies, and program descriptions are provided in the teacher's guide SO 003 146. Other related documents are SO 003 149 through SO 003 153. (Author/SJM).

AU Gill, Clark C.

IN Texas Univ., Austin. (XPT87375).

TI Establishment of the American Colonies: A Comparison of Spanish and English American for senior High School American history.

SN Office of Education (DH EW), Washington, D.C., Bureau of Research. (RMQ68004).

Yr 68.

AB As one of the sequential units developed by the Latin American curriculum project, it expands further the material in the units covered at the lower grade levels. It is a two-week unit which emphasized a comparison of the Anglo and Latin American colonial systems. Broader perspectives and more meaningful understanding of both civilizations are considered the major objectives. Comparative study is considered important here because it increases awareness of United States history, weakens stereotypes and ethnocentrism, and, offers excellent opportunities for the integration and extension of world geography and world history knowledge and skills. An attempt has been made to include content usually neglected in American History texts. A variety of sources and viewpoints are provided, and students are encouraged to critically analyze information and develop their own hypotheses. The activities that are suggested, attempt to stimulate meaningful class discussion. Specific references for each topic are indicated in the materials section. General bibliographies, maps, and readings are provided in the appendices. Maps and charts are meant to be used as transparency masters. This unit was designed to allow adaptation to more than one grade and ability level. Related reports are: ED 036 679: SO 000 019:SO 000 020; SO 000 022; SO 000 023. (SBE).

RESOURCES

TITLE VII BILINGUAL EDUCATION SERVICE CENTERS

(FOR HELP, CONTACT THE CENTERS LISTED BELOW)

Service Area 1: Rhode Island, Connecticut, Massachusetts, New Hampshire, Vermont, and Maine
Location: Providence School Department
Horace Mann Hall
Rhode Island College
600 Mt. Pleasant
Providence, R. I. 02908
Contact: Adeline Becker
(401) 465-8280

Service Area 2: New York (excluding New York City, and Suffolk and Nassau Counties in New York State). New Jersey, Pennnsylvania, Delaware, the District of Columbia, Maryland, Virginia, and West Virginia
Location: Georgetown University
School of Languages and Linguistics
37th and O Street, N.W.
Washington, D.C. 20057
Contact: Ramón Santiago
(202) 625-4301 or 625-3540

Service Area 3: New York City, and Suffolk and Nassau Counties in New York State
Location: Hunter College
695 Park Avenue
New York City, NY 10021
Contact: Jose A. Vásquez
(212) 481-5070

Service Area 4: Florida, Georgia, South Carolina, and North Carolina
Location: Florida International University
Tamiami Trail
Miami, FL 33199
Contact: Arturo Ríos
(305) 552-2494

Service Area 5: Louisiana, Mississippi, Alabama and Tennessee.
Location: University of Southwestern Louisiana
E. University Avenue
Lafayette, LA 70504
Contact: Robert Fontenot
(318) 264-0991

Service Area 6: Michigan, Minnesota, Indiana, Ohio, Kentucky, Illinois, Iowa, and Missouri.
Location: Community Consolidated School District #15
500 South Dwyer Ave.
Arlington Heights, IL 60005
Contact: Anne Kieffer
(312) 870-4100

Service Area 7: Colorado, Wyoming, Utah, Kansas, Nebraska, South Dakota, North Dakota, and Montana (excluding the Navajo language groups in Colorado and all Native American Language groups in Utah).
Location: The University of Colorado
Campus Box B-19
Boulder, CO 50309
Contact: Robert J. Bransford
(303) 492-5416

Service Area 8: Oklahoma (excluding Native American language groups), and Education Service Center Regions V-XIV, XVI, and XVII in Texas.
Location: Education Service Center, Region XIII
7703 North Lamar Blvd.
Austin, Texas 78752
Contact: Jesus García, Jr.
(512) 458-9131

Service Area 9: Education Service Center Regions III, IV, XVIII, and XX in Texas.
Location: Intercultural Development Research Associates
5835 Callaghan Rd., Suite 350
San Antonio, Texas 78228
Contact: José Cárdenas
(512) 684-8180

Service Area 10: Education Service Center Regions I and II in Texas.
Location: Education Service Center, Region I
1900 W. Schunior
Edinburg, Texas 78539
Contact: Tomas, Thomas
(512) 383-5611

Service Area 11: New Mexico (excluding Native American language groups), and Education Service Center Region XIX in Texas.
Location: National Institute for Multicultural Education
3010 Monte Vista N. E., Suite 203
Albuquerque, NM 87106
Contact: Tomás Villarreal, Jr.
(505) 262-1721

Service Area 12: Arizona; Counties of San Diego, Imperial, Riverside, San Bernardino, Kern, San Luis Obispo, and Santa Barbara in California; and Clark County in Nevada: (excluding Native American language groups in these states).
Location: San Diego State University
5300 Campanile
San Diego, CA 92182
Contact: Rafael Fernández
(714) 265-5193

Service Area 13: Los Angeles, Ventura and Orange Counties in California (excluding Native American language groups in these counties).
Location: California State University at Fullerton
P. O. Box 307
Fullerton, CA 92634
Contact: Anthony Vega
(714) 773-8994

Service Area 14: Del Norte, Siskiyou, Modoc, Lassen, Shasta, Trinity, Hurbolt, Mendocino, Tehama, Plumas, Butte, Glenn, Lake Colusa, Yolo, Sutter, Yuba, Placer, Nevada, Sierra, El Dorado, Amador, Sacramento, Marin, Sonoma, Napa, and Solano Counties in California; all counties in Nevada (except Clark County and excluding Native American language groups), the Counties of Douglas, Coos, Curry, Josephine, Jackson, Klamath, Lake Harne, and Malheur in Oregon; the Commonwealth of the Northern Mariana Islands; the Trust Territories of the Pacific, Guam; American Samos; and the State of Hawaii.
Location: California State University of Sacramento
600 J. Street
Sacramento, CA
Contact: Steven F. Arvizu
(916) 454-6236

Service Area 15: Contra Costa, San Joaquin, Calaveras, Alphine, Tuolumme, Mono, San Mateo, Alameda, Santa Cruz, Santa Clara, Stanislaus, Mariposa, Monterey, San Benito, Merced, Fresno, Madera, Inyo, Kinds, and Tulae Counties in California (excluding Native American language groups in these counties).
Location: BABEL Inc.
2168 Shattuck Ave.
Berkeley, CA 94704
Contact: Roberto Cruz
(415) 549-1820

Service Area 16: Washington; Idaho; Alaska; and the Counties of Clatsop, Columbia, Tillamook, Multonomah, Hood River, Wasco, Sherman, Gilliam, Morrow, Umatilla, Union, Wallowa, Baker, Grant, Wheeler, Crook, Jefferson, Marion, Pok, Lincoln, Benton, Deschutes, Yamhill, Clarkamas, Linn, and Lane in Oregon.
Location: University of Washington
122 Miller Hall DQ-12
Seattle, WA 98195
Contact: Juan Juárez
(206) 534-4203

Service Area 17: Puerto Rico and the Virgin Islands.
I.I.A. of World University
Barbosa Ave. Esquina Guayama Street
Hato Rey, PR 00917
(809) 782-2990

MATERIAL DEVELOPMENT CENTERS

National Bilingual Materials Development Center
University of Alaska
2223 Spenard Road
Anchorage, AK 99503
(907) 276-0547
Tupou L. Pulu
Inupiaq, Alutiig, St. Lawrence Island Yupik, Central Yupik, Tlingit, Haida, Tsimshian, Eastern Aleut, Western Aleut, Ahtna, Dena'ina, Gwich'in, Central Koyukon, Lower Koyukon, Upper Kuskokwin, Upper Tanana

MATERIAL DEVELOPMENT CENTERS

Social Studies Materials Development Center for Greek-Speaking Children
Florida State University
302 Education Building
Department of Curriculum & Instruction
Tallahasse, FL 32306
(904) 644-5038
Byron G. Massialas
Greek

Pacific Area Language Materials Development Center
University of Hawaii
2424 Maile Way
Honolulu, HI 96822
(808) 948-6842
Robert Gibson
Carolinian, Chamorro, Ilokano, Kosrean, Marshallese, Palauan, Samoan, Trukeese, Ulithian, Woleiar, Yapese

National Multilingual/Multicultural Materials Development Center
California State Polytechnic University
Building, 55, 3801 West Temple Avenue
Pomona, CA 91768
(714) 598-4991
Roberto Ortiz
Korean, Vietnamese

Arabic Materials Development Center
611 Church Street
Ann Arbor, MI 48104
(313) 763-9946
Frederick W. Bertolaet
Arabic

Asian Bilingual Curriculum Development Center
Seton Hall University
Parrish House, 162 So. Orange Avenue
South Orange, NJ 07079
(201) 762-4382 or 5587
Byounghye Chang
Chinese, Japanese, Korean

Native American Materials Development Center
407 Rio Grande Boulevard, N.W.
Albuquerque, N.M. 87104
(505)242-5222
Jay Degroat
Navajo

Northeast Center for Curriculum Development
City of New York Board of Education
131 Livingston Street
Offfice of Bilingual Education
Brooklyn, NY 11202
(212) 556-4917
Aurea Rodríguez
Greek, Italian, Russian, Spanish

National Center for Materials and Curriculum Development
University of Iowa
N. 310 Oakdale Campus
319) 353-5400
Lawrence M. Stolurow/Alan B. Henkin
Cambodian, Laotian, Vietnamese

National Materials Development Center for French and Creole
168 South River Road
Bedford, NH 03102
(603) 668-7198
Norman Dube
French

Portugese Materials Development Project
Center for Portuguese and Bilingual Studies
Brown University, Box 0
Providence, RI 02912
(401) 863-2507
Joao P. Botelho
Portuguese

National Center for the Development of Bilingual Curriculum
Dallas I. S. D.
3700 Ross Avenue
Dallas, Texas 75204
(214) 742-5991
Juan D. Solís
Spanish/English

Arizona Bilingual Materials Development Center
College of Education, Box 601
University of Arizona
Tucson, AZ 85721
(602) 626-1618
Robert H. Pérez
Spanish/English

Asian American Bilingual Center
Berkeley Unified School District
2168 Shattuck Avenue
Berkeley, CA 94704
(415) 848-3199
Linda Wing
Chinese, Japanese, Korean, Philipino

National Asian Center for Bilingual Education
Alhambra School District
1080 National Boulevard, Suite 102
Los Angeles, CA 90064
(213) 474-7173
Mieko S. Han
Chinese, Japanese, Korean, Vietnamese, Cambodian, Laotian

Asian Bilingual Cross Cultural Development Center
615 Grant Avenue, 21nd Floor
San Francisco, CA 94108
(415)781-2472
George Woo
Chinese, Philipino

Southeast Curricula Development Center
1410 N. E. Second Avenue
Miami, FL 33132
(305) 350-3241
Haitian Creole, Spanish/English

EVALUATION, DISSEMINATION AND ASSESSMENT CENTERS

Service Area 1: Connecticut, Maine, Massachusetts, New Hampshire, Rhode Island, Vermont, New York, New Jersey, Puerto Rico, the Virgin Islands, Delaware, the District of Columbia, Maryland, Pennsylvania, Virginia, West Virginia, Alabama, Florida, Georgia, Kentucky, Mississippi, North Carolina, South Carolina, and Tennessee.
Location: National Evaluation, Dissemination and Assessment Center
49 Washington Avenue
Cambridge, MA 02140
(617) 492-0505
Ildeberto L. Pereira, Acting Director
Richard W. Willard, Acting Associate Director

Service Area 3: Arizona, California, Hawaii, Nevada, American Samoa, Guam, the Trust Territory of the Pacific Islands, the Commonwealth of the Northern Mariana Islands, Alaska, Idaho, Oregon, and Washington.
Location: National Evaluation, Dissemination and Assessment Center
California State University
5151 State University Drive
Los Angeles, CA 90032
(213) 224-3676
Charles Leyba

National Clearinghouse for Bilingual Education
1500 Wilson Boulevard, Suite 801
Arlington, Virginia 22209
(800) 336-4500

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